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**Men and Women in Community College Leadership:
A Qualitative Study**

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**Men and Women in Community College Leadership:
A Qualitative Study**

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Dedication

To my parents who taught me to reach for the stars, to Linda, whose unwavering support
has been the wind beneath my wings,
and
to Elizabeth, without you there would be no dream.

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Men and Women in Community College Leadership: A Qualitative Study

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This study identified characteristics, attributes, and behaviors perceived to contribute to success in the community college presidency. In addition, this study also examined differences in those perceptions according to gender.

The study utilized two focus groups, which were selected and delineated by gender. The focus groups consisted of current community college leaders at the director level and above and were asked to identify factors (affinities) that they believe lead to the success of a community college president. Each focus group identified twelve affinities. Interviews of twenty current community college presidents (ten men and ten women) were then conducted to examine their experiences with each of the affinities. Each president was interviewed from the affinity list determined by his or her respective gendered focus group.

The findings were 1) Factors that lead to success in the community college presidency are not gender bound. Leadership is androgynous and the attributes needed to be successful in the presidential role can be the same for both men and women. 2) Stereotypes lead to perceptions that men and women are different. Women are more attuned to the effects of stereotyping. 3) Some differences are attributable to how men and women process language. Men and women process language differently and this may be mistaken for differences in content. Although women and men may use different labels, oftentimes the content of what they are talking about is the same. 4) There are some differences between men and women in leadership styles. Women focus on relationships and interactive communication, men focus on independence and information dissemination. 5) Leadership is a learned behavior and it is possible to gain knowledge and skills to continually enhance personal leadership attributes.

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CHAPTER ONE

INTRODUCTION TO THE STUDY

Background

THE CHANGING PRESIDENTIAL LANDSCAPE

Certainly there are no shortages of challenges facing administrators of community colleges today. Rising enrollments, budget cuts, and teaching versus learning are all issues that are affecting college campuses across the nation. In addition, the pending retirement of presidents and other senior level college executives over the next several years will be among the next generation of challenges to be confronted. “Many community college leaders and faculty members who joined community colleges during the growth years of the 1960’s are now approaching retirement. In fact, 45 percent of presidents surveyed by the American Association of community colleges in fall 2000 indicated they would be retiring within the next six years” (Boggs 2002, p. vii).

The effect of these pending retirements on college leadership is yet unknown, but one certainty exists. Search committees across the nation will be facing a daunting task when asked to fill the positions left open by this leadership exodus. Graduate programs in community college leadership and other training programs are expected to be unable to produce enough graduates to meet demand, and therefore colleges will be forced to look beyond the traditional avenues for leadership talent. It is expected that more minorities and women will be entering the ranks of community college leadership over the next decade than ever before. “While the majority of community college presidents are male

and Caucasian, the profile is changing” (Boggs 2002, p. vii). Between the years of 1995 and 1998 according to the of American Association of community colleges, greater than 34 percent of the individuals hired were women and another 15.7 percent were members of a minority group (Boggs 2002). This changing leadership landscape may very well bring with it a new style of management, one that challenges the status quo of past college leadership.

In addition to executive retirements many individuals, particularly in the presidential position, may be either forced out or run down by the pressing demands of the position. “In issue after issue of the *Chronicle of Higher Education*, we read of another troubled presidency, another leader worn down or driven out, in distress or under fire” (Hahn 1995, p. 1). All too often one reads of a president who is facing a no confidence vote by their faculty or gets themselves caught up in activities that ride the fence of ethics and legality. The average tenure of a community college president today is somewhere between 5 and 7 years and on average there is a 30% turnover rate of community college presidents every year (McFarlin, Crittenden, Ebbers 1999). Some of these vacancies are indeed individuals who are moving on to other presidencies, but a larger percentage are individuals who are returning to their teaching roots or have made the decision to leave higher education altogether. Endurance and toleration for stress seem to be inextricably linked with success in the presidency.

THE EFFECTIVE COMMUNITY COLLEGE PRESIDENT

What makes a community college president successful has been the topic of much research over the last several years (McFarlin, Critenden, Ebbers 1999). The focus of much of this research has been to examine common background factors and leadership styles and traits. Many theories exist to attempt to explain what makes a good leader and numerous instruments have been developed to identify, quantify, and explain successful leadership behavior. One such instrument, *The Leading Edge: Competencies for Community College Leadership in the New Millennium*” identifies and defines 22 core competencies of successful leaders in a description of the archetype of new leadership in the 21st century. The original research for this instrument was started in 1986 by Carolyn Desjardins and inspired by the work of Carol Gilligan at Harvard University. A reassessment of the competencies was undertaken in 1996.

The researchers determined the competencies after an exhaustive interview process of 76 community college presidents. Their findings indicated, “The old maternalistic/paternalistic model of past decades is gone-replaced by a democratic, participatory governance style-and accomplished using the competencies required to successfully lead in such environments” (Huff 2001, p.12). No longer is the dominating, order driven management style accepted as the status quo and a paradigm shift has taken place, evolving management and leadership into a new arena. But what are the causes behind this paradigm shift? Certainly environmental factors have shaped the way in which leadership styles have changed. September 11th has certainly altered our lives forever and changed the way in which many leaders now view the world. No longer do

we feel safe and secure within the borders of our own country and the value of family has taken on new meaning in the wake of this tragedy.

Demographic shifts have also added to the changing landscape of leadership requiring leaders to develop a shared vision approach and a collaborative style of management. Fiscal difficulties have necessitated leaner and flatter organizational structures with decentralized leadership styles. But beyond that, are there common factors that individuals share that allow them to be successful as a community college president? If so, are some of these factors more effective than others? Further, when defining these factors, is there a difference between the way male presidents and female presidents' view these factors and attribute them to their success?

LEADERSHIP DEFINED

There is a plethora of information and research on leadership qualities and characteristics. Publications abound outlining successful leadership and organizational theory. Over the years many of these leadership theories have come and gone, ideas have changed about what effective leadership really is, and differences between management and leadership have been delineated. Words such as “total quality management”, “transformational leadership”, “principle centered leadership”, and “learning organizations” abound in today’s dialogue about effective organizational leadership. Leadership has certainly continued to evolve over the last century and what is known today about effective leadership is quite different from theories of decades ago.

In the early twentieth century organizational leadership meant managing the processes of the organization. This leadership style entailed keeping workers on schedule

and the dominant emphasis was on the completion of the task at hand. The job, rather than the employee, was the focus of the organizational leader. This is no longer the case. In today's organizational environment, human capital is viewed as the single most important factor in institutional success. Growth and development of not only the organization, but of those individuals who make up the organization is viewed as a priority in today's business world. Peter Senge, a leading figure in leadership theory, suggests that the only way that an organization can survive in today's environment is to become a "learning organization". A learning organization according to Senge is "an organization where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together" (Senge 1990, p. 4). In fact, community colleges have embraced this ideal through the development of the learning college movement. "The learning college places learning first and provides educational experiences for learners anyway, anyplace, anytime" (O'Banion 1995-96, p. 22). The learning college is a college that puts students at the center of their educational experience, but even more importantly it is one that engages everyone on campus as a part of that experience. All employees, regardless of job, tenure, or education share in facilitating learning for every student on campus. Again, the shift has been to a more human inclusive approach of organizational design, rather than a focus on production alone. "Although the terminology may differ, there is almost unanimous accord that tomorrow's leaders must become adept at reshaping their organizations in fundamental ways" (Lorenzo and Demarte 2002, p. 47). The organizational leaders of tomorrow must have the ability to not only develop the

organization, but to lead the charge for change when necessary. The leaders of today's organizations must have characteristics that enable them to successfully navigate the waters of change while continuing to garner buy-in and support from their workforce. This ability must stem from the belief that the people of the organization are the foundation to creating successful change and the leader must recognize that employees are the single greatest resource of the organization.

There has also certainly been a shift in organizational focus over the last several decades from a focus on the work of the organization to a focus of creating vision for the organization. This shift has led to delineation between the terms "management" and "leadership". "Managers are people who do things right and leaders are people who do the right thing" (Bennis & Nanus 1985, p. 21). Managers are the individuals who make sure the work of the organization gets done according to schedule, policies, and procedures. Leaders set the tone for the organization, creating vision and motivation as the foundation to the work. "Management controls, arranges, does things right; leadership unleashes energy, sets the vision so we do the right thing" (Bennis & Nanus, 1985, p. 21).

Leaders in the future will no doubt need to have both managerial as well as leadership skills. "The research shows that in addition to being accomplished administrators who develop and implement sound policies, procedures, and practices, effective administrators are also leaders who shape the organization's culture by creating and articulating a vision, winning support for it, and inspiring others to attain it" (Hord, 1992, p. 65). Leadership in the future will need to encompass a wide range of characteristics not utilized in the organizations of the past. Certainly a continued focus

on managing the organizational aspects of production and completion of tasks will be needed, however an increasing commitment to human capital and organizational change will be critical. “As we reflect on how the nature of leadership has evolved throughout the last century, we see evidence of three important characteristics: (1) an ever-present, but diminishing, emphasis on managing the completion of tasks; (2) a substantial commitment to developing human resources; and (3) an increasing emphasis on the ability to lead organizational change” (Lorenzo and Demarte, 2002, p. 48).

In addition, Lorenzo and Demarte see three other factors that will influence the success of leadership in the future. “They are (1) the decentralization of leadership authority, (2) an emphasis on conflict resolution, and (3) the facilitation of individual and organizational learning” (Lorenzo and Demarte, 2002, p. 49). As stated previously, the hierarchical structure of organizations is quickly being replaced with flatter organizational structures. No longer is the CEO viewed as the hero of the organization, working in isolation to single-handedly drive success through the institution. Instead, more and more organizations are adopting a shared governance structure, where teamwork and collaboration are pivotal for success. With this emphasis of inclusion and relationship building, the leader will be called upon to create an organization where individuals are given the latitude for continual learning and development and where conflict is utilized as a positive means for success.

Leadership theories have attempted for years to determine what makes a leader successful. Trait theorists have studied leaders in order to develop a laundry list of characteristics that they determined were prerequisites to leadership success. Situational theorists believed that it was not the characteristics or traits of the leader that ultimately

determined their success, but the details of the environment in which they were leading. Others theorized that it was not the individual who was leading success, but the organization as a whole that determined whether or not it would be successful. This pluralistic approach suggests a more inclusive view of leadership in which different individuals at different times lead, where the leadership is overlapping and complimentary. In essence, it is the characteristics of the entire organization that determines its success (Barnes and Kriger, 1986). More recent theories take a more integrated approach suggesting that traits or situations or organizational culture are not mutually exclusive, but instead all play a factor in leadership success. This matrix view of leadership suggests that it is the interaction of the above factors that ultimately determines how successful an organization and those within it will be.

CHARACTERISTICS OF SUCCESSFUL LEADERS

Regardless of the differences espoused by each of these theories, there seems to be some consensus among leadership scholars that there are certain characteristics that are associated with successful leaders. These characteristics include traits and behaviors as well as certain skills that are seen as a precursor to effective leadership. Reading through leadership literature one can find references to a myriad of characteristics of successful leaders. These characteristics include such traits as honesty, character, courage, generosity, passion, self-discipline, and commitment. They include behaviors such as collaborating, problem solving, and communicating. They include skills such as delegation, competence, and decision-making. They include descriptors such as visionary, innovator, motivator, and empowerer.

Kouzes and Posner found five core competencies that continued to come to the forefront of research on effective leadership regardless of whether they were using case analyses or survey questionnaires. The five competencies that they call “Five Practices of Exemplary Leadership” include: Model the way, Inspire a shared vision, Challenge the process, Enable others to act, and Encourage the heart (Kouzes and Posner 2002). Warren Bennis’ research has uncovered what he describes as “The Seven Essential Attributes to Leadership”. These attributes are: technical competence, conceptual skill, a proven track record, people skills, taste, character, and good judgment (Bennis 1999). “Character is the key to exceptional leadership...research at Harvard University indicates that 85 percent of a leader’s performance depends on personal character” (Bennis 1999, p. 3). Character is described as drive, competence, and integrity. Most leaders will possess the first two, drive and competence, but lack the integrity that it takes to have a moral guiding compass. “Such leaders rarely last, for the simple reason that without all three ingredients – drive, competence, and moral compass – it is difficult to engage others and sustain meaningful results (Bennis 1999, p.6).

This is, however, not the whole of the story. In order to lead, an individual must have followers. It is often those who choose to follow that dictate the success of the leader and to subtract followers from the formula would be to leave out a critical factor. Even if the theorists cannot agree on a set of characteristics that describe successful leaders, the average person does not seem to have this difficulty. “Lay people have little difficulty describing what they think leaders look like. People regularly identify effective leaders as having common traits such as intelligence, outgoing personalities, strong verbal skills, aggressiveness, and industriousness” (Robbins, 2002, p. 80). “What leaders

say they do is one thing; what constituents say they want and how well leaders meet these expectations is another. Leadership is a reciprocal process between those who aspire to lead and those who choose to follow. Any discussion of leadership must attend to the dynamics of this relationship” (Kouzes and Posner, 2002, p. 23). It is certainly not only the leaders who mandate whether or not a job or task is accomplished, but also the followers who have the power to determine the outcome as well. “The positive or negative response to leader direction is in direct correlation to followers’ commitment to the successful consummation of the task” (Roe, 1992, p. 85).

So what characteristics are most often viewed by others as critical to a leader’s success? Kouzes and Posner began research over twenty years ago to address this question. They have interviewed seventy-five thousand individuals over two decades asking the question “What values do you look for and admire in your leader”? They have received over 225 different characteristics. What is most telling however, is that throughout the time period and across international borders only four characteristics have continued to receive over 50% of the responses. Overwhelmingly the research indicates that the single most important characteristic of a successful leader according to constituents is Honesty, followed by Forward-thinking, Competent, and Inspiring. Table 1.1 indicates the results of this research.

Table 1.1 Critical Leadership Characteristics

	Percentage of Respondents Selecting That Characteristic		
Characteristic	2002 edition	1995 edition	1987 edition
Honest	88	88	83
Forward- looking	71	75	62
Competent	66	63	67
Inspiring	65	68	58
Intelligent	47	40	43
Fair Minded	42	49	40
Broad Minded	40	40	37
Supportive	35	41	32
Straightforward	34	33	34
Dependable	33	32	33
Cooperative	28	28	25
Determined	24	17	17
Imaginative	23	28	34
Ambitious	21	13	21
Courageous	20	29	27
Caring	20	23	26
Mature	17	13	23
Loyal	14	11	11
Self-Controlled	8	5	13
Independent	6	5	10

Source: The Leadership Challenge by James M. Kouzes and Barry Z. Posner. 2002.

It is clear according to this research that honesty is the characteristic that individuals most want from those in leadership. They want assurances that they are being told the truth and that they can trust their leaders even in those circumstances where the truth may hurt. Synonymous with honesty is character and integrity. Once a leader has compromised their integrity or has been dishonest, it is oftentimes difficult if not impossible to regain the trust of their constituents. The essence of leadership is trust and

without trust it is impossible to motivate individuals to follow. Consistency is as much a part of this equation as honesty. Constituents are far more likely to accept a leader that has been consistent over time, both in action as well as thought. They expect leaders who “keep them informed, make the criteria on how decisions are made overtly clear, explain the rationale for decisions, are candid about problems, and fully disclose relevant information” (Robbins, 2002, p. 75).

Along with honesty, individuals want a leader who is forward-thinking, a visionary. Much of the work of a leader is to take the organization where it needs to go. One of the world’s foremost experts on leadership and management, Peter Drucker, stated that leadership is lifting a person's vision to higher sights, the raising of a person's performance to a higher standard (Drucker 2002). A leader must have passion for their cause and then be able to engender that passion in others. The successful leader is one that can innervate the individuals of an organization by showing them where they can go and then helping to provide direction and planning toward that purpose. Psychological research has shown that individuals can be motivated either internally or externally. Through reward and punishment, leaders can generate compliance from their employees. However, when the respective reward or punishment is removed, individuals generally will discontinue their behavior until the appropriate external forces are again applied.

In contrast, individuals who are motivated internally through their own desire and thoughts are far more likely to continue a behavior even when rewards are not forthcoming. “You can’t impose a self-motivating vision on others. It has to be something that has meaning to your constituents, not just to you. Leaders must foster conditions under which everyone will do things because they want to, not because they

have to. One of the most important practices of leadership is giving life and work a sense of meaning and purpose by offering an exciting vision” (Kouzes and Posner, 2002, p. 112). It is this shared vision that enables the leader to move the organization toward its goals and allows the individuals within that organization to participate in its future. Stephen Covey, an internationally respected leadership expert suggests that it is imperative to have a shared vision. “Principle-centered leadership suggests that the highest level of human motivation is a sense of personal contribution. It views people as the most valuable organizational asset...each person is recognized as a free-agent, capable of immense achievement, not as a victim or pawn limited by conditions” (Covey, 1991, p. 70).

While honesty and vision are important traits, having the ability and organizational skills to be a leader are important as well. Leaders in an organization must have the requisite skills to organize, plan, and manage the operations of an institution. While the daily operations are generally delegated to managers, the leader or CEO of a company must certainly maintain close connections with their managers and possess the basic skills needed to run an organization. The value that is created by a leader is not only in creating a vision for the organization, but having the skills to follow-through with action. “Before you can do the right things, you have to know how to do them. You cannot do what you don’t know how to do, no matter how moral or noble the purpose” (Kouzes and Posner, 2002, p. 83). Leading-edge CEO’s possess more than just a basic understanding of business principles and understand the importance of business-related competencies and critical knowledge skills. Of primary importance is the understanding of the fiscal matters of the organization. While many successful leaders are not

accountants, they do have a working knowledge of budgets and financial statements and know what questions to ask of their financial managers. Successful leaders have the ability to see the “big picture” of their organization with regards to financial matters, bringing these matters out into the public in a way that everyone can understand.

It would be unreasonable to expect that the leader of an organization would have high technical expertise in every area of the organization. To the contrary, they must certainly understand their industry, but often leaders are not the most technically competent in their fields. Organizations in today’s world are far too complex for that to be a valid expectation (Kouzes and Posner 2002). Certainly another part of the successful leader’s background and a contributor to their competence is experience in doing the job they were hired to do. The broader their experiences in the work place, the more successful they will become. Knowledge and experience coupled together provides a leader with the skills necessary to effectively lead an organization and is one of the best predictors of success in leadership roles.

Honesty, vision, and competence are certainly not the only factors leading to success in leadership roles. The ability to motivate, inspire, and empower others is as equally important. A leader must have first within themselves a passion and personal commitment for their life’s work before others will buy into it as well. Having the ability to influence others is critical to effective leadership and overtly attempting to exert influence on others or force them to follow will only lead to disaster. It is in giving up a portion of power that the successful leader can influence and motivate others in the organization. “Only empowered people can reach their potential. When a leader can’t or won’t empower others, he creates barriers within the organization that people cannot

overcome. If the barriers remain long enough, the people give up, or they move to another organization” (Maxwell, 1998, p. 126).

Individuals in an organization appreciate and respond to trust from their leaders. Trusting employees and delegating to them creates a sense of responsibility and ownership that often translates into higher motivation and work performance. This is often the case in building teams as well. “Teams work best when employees have freedom and autonomy, the opportunity to utilize different skills and talents...the evidence indicates that these characteristics enhance member motivation and increase team effectiveness because they increase members’ sense of responsibility” (Robbins, 2002, p. 124). Certainly understanding and appreciating the importance of relationships and relationship building is important in this regard and is a foundation to successfully leading individuals in an organization.

While these are just a few of the many characteristics and attributes that could be discussed in any discourse on leadership, they are the ones that seem to be most cited. Developing a model of the perfect leader would be impossible. Leaders come in many forms, with different competencies and different traits and there is no such thing as a perfect leader. Traits, situations, or a combination thereof have much to do with the level of success a leader might enjoy. This study will attempt to uncover specific common attributes of successful leaders within the context of higher education and specifically community college leadership in order to provide a framework for a competency model for community college presidents.

Statement of the Problem

The success of community colleges in the future will depend in part on the effective leadership of their top administration. Community college administrators must not only possess great leadership skills, they must also understand individual differences in leadership styles. There is expected to be significant turnover in community college presidencies over the next several years and the supply of qualified individuals to fill these positions may not meet the demand. Therefore it will be necessary for search consultants and committees to be open to non-traditional avenues when filling these positions and to include significant numbers of women and minorities in the applicant pool.

In addition, it is imperative to the future of the community college that these presidencies be filled by individuals who not only understand and agree with the mission of the community college, but who have “an understanding of what education is really about, some capacity for administration (which includes the ability to deal with people), a high degree of physical and emotional stamina, honesty, courage, personal integrity, and leadership skills (Nasworthy 2002). With greater numbers of women applying and receiving presidencies, it is important to explore how leadership styles and perceptions of men and women concerning those styles are similar and different and how those similarities and differences are viewed in terms of presidential success. It is the intent of this study to examine the perceptions of current community college presidents concerning the factors that a successful president should exhibit. In addition, this study will also

examine how those perceptions are similar and different in relation to a president's gender.

Purpose of the Study

Because it can be anticipated that significant numbers of women will be entering the level of the presidency in the next several years, it can also be anticipated that traditional leadership styles may change. There is a common perception that leadership styles may be gender based and that successful leadership characteristics may be different for men and women. The purpose of this study is three-fold: (1) to investigate how current community college presidents perceive success and what factors they attribute that success to, (2) to investigate what factors community college presidents perceive as counterproductive to success, and (3) to determine if there are differences in these perceptions by gender. Using a qualitative approach in addressing this issue, the researcher will ask current presidents to explore their feelings, beliefs, experiences, and attitudes around the issue of success as a community college president. In essence, the researcher will allow the president to draw a mental picture of what it looks like to be a successful community college president as well as what it looks like to be unsuccessful. Comparison of responses from a gendered perspective will allow the researcher to map out the differences in perceptions of success between male and female presidents.

Significance of the Study

This study is important today because (a) demographic factors are changing in executive leadership positions with more women and minorities represented, (b) this change in demographics may lead to a change in leadership styles, (c) teasing out the

differences between the genders will help subordinates and those individuals hiring top executives to understand engendered styles, (d) individuals aspiring to the presidency will have a better understanding of competencies for effective leadership, particularly those associated with their gender, and (e) women may benefit from mentoring of other women in regards to leadership style and in recognition that they can be successful without mimicking the style of males.

If there are differences between the leadership styles of men and women it is important to understand how these differences manifest into behavior. This is important particularly for management positions where leaders have influence on organizations.

In addition, if there are no differences between male and female managers, then individuals in organizations should not act as if there are. Researching gender based differences in leadership style may also lead to understanding stereotyped perceptions of gender and help to abolish gender based discrimination.

Research Design

This research will be undertaken through a qualitative analysis of individual and group perspectives on factors of a successful president as well as perceptions of unsuccessful behaviors. Interactive Qualitative Analysis (IQA) is the qualitative method that has been chosen for this research. It is important that the method chosen for a research project must closely match that of the research question(s) being asked. Because the question being investigated in this study deals specifically with perceptions, it is anticipated that IQA will allow rich descriptions from participants that would not be possible with a quantitative study. In addition, reality is simply a construct of an

individual's perception and certainly "truth" resides as much in our head as it does elsewhere (Locke, Spirduso, Sliverman 1993). Therefore, using a qualitative method to examine the perceptions of individuals, or their "truth", about what makes a successful or unsuccessful college president will give the researcher a deeper and more descriptive set of data to work with.

In addition, IQA allows the individual to develop a picture in their own minds of the way things work and allows the researcher to develop a mind map of this perception. This systems approach to the research question provides a portion of the rigor that one might see in a quantitative study. "The product of an IQA study is a visual representation of a phenomenon prepared according to rigorous and replicable rules for the purpose of achieving complexity, simplicity, comprehensiveness, and interpretability" (Northcutt and McCoy 2003, p. 20). Therefore, the richness of the data gleaned and the rigor of the mind map that can be developed make IQA a method well suited for this research study.

Research Questions

IQA is a qualitative method that uses both focus groups and individual interviews that allow the researcher to ultimately develop a mental mind map of a phenomenon. Focus groups are utilized to identify affinities, or a set of common themes, that result from a guided imagery around a phenomenon. The data generated from the focus group sessions sets the stage for further exploration in individual interviews where the affinities are discussed in detail. IQA therefore addresses the following general research questions:

1. *What are the components of meaning of a phenomenon?* These are called *affinities* in an IQA study. They are the basic building blocks, the elements, of the system that is used to represent the mental map – the picture of meaning – that is a primary product of an IQA study.
2. *How do these affinities relate to each other in a system of perceived influence or cause-and-effect (What is the constituency's mindmap?)?* A system consists of elements (affinities, in the case of IQA) and relationships among them. The relationships are deduced (theoretically coded) by the participants themselves in a process facilitated by the researcher.
3. *How do the mindmaps of constituencies who differ either in terms of experiential distance from, or power over, the phenomenon compare?* It is primarily through the comparison of different constituencies' mindmaps that the researcher gains insight into the meaning of a phenomenon. The assumption underlying this claim is that reality, or meaning, is socially constructed, and that two important factors of construction are 1) the extent to which a constituency directly experiences the phenomenon (distance), and 2) the extent to which a constituency has power over the phenomenon. (McCoy 2003).

This study looks to examine the perceptions of male and female presidents around the issue of success. More specifically this study will ask the participants to follow a guided imagery (see Appendix A) to explore the issue of success and factors contributing to, or counterproductive to, success. Using two constituency groups, one male and one female, four research questions will be examined:

1. What characteristics, behaviors, and attributes do community college presidents perceive as attributing to their success as a president?
2. What characteristics, behaviors, and attributes do community college presidents perceive as counterproductive to their success as a president?
3. How are the two groups' perceptions similar or different from one another?
4. If differences are found, what are the implications for community college leaders?

The outcome of this research is to determine if there are gender based differences in factors perceived by community college presidents that lead to success or are counterproductive to success. If so, a competency profile model could be assembled that would benefit individuals who aspire to the presidency, particularly in reference to gender. In addition, differences or similarities in leadership styles according to gender could lead to important understanding of behaviors from both an individual's gender as well as the opposite gender.

Definition of Terms

Affinities – sets of textual references that have an underlying common meaning or theme, synonymous to factors or topics.

Constituencies – a focus group of individuals who share some common experience, work or live within some common structure, or have a similar background.

Gender – the psychological and social manifestations of what one believes to be male and/or female, which might or might not reflect one's biological sex.

Sex – the genetic, biological differences between males and females.

Assumptions and Limitations

Most theories of gender incorporate the notion of biological essentialism (Powell 1999). These theories focus on men and women having inherently different natures. Biological sex is usually the determinant of gender. Gender is automatically assumed to be congruent with one's sex. The assumption is that various components of gender that an individual can possess are congruent with one another and that individuals will behave in a manner that is congruent with their sex and gender.

Early studies of gender and gender differences utilized males as the normative group for research. Unfortunately, women do not often fit into these norms and therefore have been relegated a lower status in terms of managerial skills and attributes. This has predominately affected women and the pursuit of leadership positions because they are relegated to roles and positions that are lower in prestige, power, and income than those thought to be appropriate for men (Ridgeway 1992). This limitation has in recent years been reduced as researchers are more often studying leadership from the perspective of gender and gender roles.

It is also assumed that the presidents who allowed themselves to be interviewed provided complete and truthful answers based on their ability to recall a day in which they felt successful and a day when they felt unsuccessful. It is important to remember

however, that truth has individually constructed meaning and that truth does in fact reside in one's head. What may be truth for one individual may not be truth for another.

Because this study is limited to 10 men and 10 women community college presidents it will be limited in its ability to be generalized to all community college leaders. Also, selection of participants was not random. Individual presidents were chosen through references from community college experts and focus group participants were chosen based on close proximity for ease of data collection.

Organization of the Study

This chapter has provided an introduction to the study through a statement of the problem, purpose of the study, the design and research questions to be asked, the research question, and assumptions and limitations of the research. Chapter two will present a literature review relative to previous studies conducted in the area of presidential competencies as well as gender-based studies on differences in leadership styles and the attributes of those styles. Chapter Three will describe the methodology of the IQA study. Due to the relative newness of this type of qualitative research, and extensive description will be given. Chapter Four will summarize and present the data. Chapter Five will provide the research findings, conclusions, discuss implications, as well as consider additional research areas and recommendations.

CHAPTER TWO

REVIEW OF THE LITERATURE

For the purposes of this research, two separate bodies of literature were reviewed. Reviewed first are selected exerts on leadership, leadership styles and effectiveness, and more specifically competencies for community college presidents. Secondly, selected literature on gender based differences in leadership style, communication, and work relationships will be reviewed. The literature used in this review came from selected books, journals, and other sources such as testing instruments.

The Community College Presidency

“What makes some community college presidents outstanding to their peers and what factors contribute to their development as outstanding leaders? Answering this question could provide insight into how to strengthen community college presidential leadership through improved preparation and selection of candidates” (McFarlin, Crittenden, Ebbers 1999, p.19). Certainly determining characteristics of successful college presidents would play an important role in the continuing effectiveness of the community college. And indeed part of this process would be to ask successful community college presidents “What makes you successful”.

Over the last few decades there has been a “measurable weakening of the presidency in higher education which in turn has weakened higher education itself” (Addy 1995, p. 19). According to this literature, the current environment that a president must work in can be a detriment to their success. Unions, internal and external

competition, and a general lack of trust of higher education institutions has resulted in reducing the president to a “yes” person unwilling to take risks for fear of reprisal. “It is generally agreed today that the college presidency, once the situs of many such powerful, effective, and inspirational leaders, has decayed and all too frequently now is a refuge for ambivalent, risk-averting individuals who seek to offend no one, and as a consequence arouse and motivate no one” (Fisher and Koch 1996, p. viii).

Characteristics of Successful Presidents

So what makes for a successful president, one who can transform an educational bedlam from mediocrity to excellence without losing sight of the mission of the college? There are many research studies and publications that describe the characteristics of effective community college presidents (Fisher, Tack, and Wheeler 1988; Fisher and Koch 1996; Addy 1995; Roueche, Baker and Rose 1989; Desjardins 2001; Hammons and Keller 1990; Campbell and Leverty 1997; Baker 1992; Vaughan 2000). In 1993, members of the American Association of Community College’s President’s Academy identified several characteristics of successful college presidents. One of the most important skills that future presidents must have is communication skills. In addition, a keen ability to manage resources was suggested as well as good people skills and technological savvy. Character is another attribute often mentioned in the literature concerning successful leadership. “Presumably, the leader’s responsibility ought always to be to uphold principles which safeguard the rights of those accountable to them” (Johnson 1992, p. 11). George Vaughan suggests that leaders must always have impeccable ethical standards (Vaughan 1992).

Excellent communication skills are essential and critical to the success of a community college president. Research by Tagle (1988) indicated that transformational community college leaders were considerably more proficient in interpersonal skills and demonstrated a high level of communication. The research also indicated that effective leaders used collaborative communication most often for cultivating a culture of excellent communication. In addition, colleges of highly transformational leaders had communication networks that allowed the flow of information to move upward, downward, diagonally, and horizontally. Lastly, the research indicated that transformational leaders behaved in a way that increased communication for the coordination of human effort. The National Institute for Leadership Development (2001) found in determining competencies for effective college presidents, that those presidents who were most successful exhibited outstanding communication and public speaking skills. The presidents were meticulous in their communications, both written and spoken, and always maintained a high level of professionalism.

Lawrence Keller's research on "Competencies of Future Community College Presidents: Perceptions of Selected Community College Presidents" found that five core competencies that were most often identified with successful leadership were: delegation (the ability to know when, when not, and how to assign tasks to others including the ability to grant necessary authority to others and hold them accountable); personnel selection (the ability to attract and select quality people); judgment (the ability to choose effectively among courses of alternative action); commitment (the ability to demonstrate and communicate commitment to a course of action, principle of institution); and decision-making (Keller 1988). George Vaughan's research in his book *The Community*

College Presidency revealed that presidents who were indicated as leaders identified their top personal attributes to be integrity, judgment, courage, concern, flexibility, philosophy, loyalty, energy, optimism, and excellence (Vaughan 1986, pp. 184-187). In addition, the research indicated that several skills and abilities were also identified as determinants of success in a leadership role. Of those, skills and abilities, producing results, selecting the right people, resolving conflicts, communicating, motivating others, analyzing and evaluating, and relating were viewed as of extreme importance in the success of the president (Vaughan 1986, pp. 188-191).

Fisher, Tack, and Wheeler's research (1988) found that relative to others, effective presidents were less collegial and more distant than their counterparts. Their study of successful presidents found that in order to maintain a sense of respect and appreciation, that presidents must maintain a certain distance from those they lead. They found however, that effective presidents were more likely to empower their employees and to demonstrate a commitment to a shared governance structure. They also found that effective presidents are more willing to take risks (albeit calculated risks) and to encourage risk taking in their constituents. They are more likely to encourage non-traditional thinking as well and to emphasize creativity and idea sharing. Effective presidents also support organizational flexibility and are at ease making tough decisions. They are visionaries that believe more strongly in the mission of the institution rather than believing in the institution itself. They are visible yet restrained in social situations and are willing to go against the flow of consensus more than their ineffective counterparts.

A study by Biggerstaff (1990), found that effective and transformational presidents spent considerable amounts of time engaging in three key leadership behaviors: creating a supportive, positive and appropriate climate for organizational success; developing an institutional vision for the future that attends to problems of external adaptation and internal integration; and involving constituents in a comprehensive strategic planning process designed to perpetuate the desired climate and bring full realization to organizational vision.

Influence has also been associated with successful college leadership. In order for a leader to be influential, it is necessary that they have the power and desire to make an impact on their organization and their followers. Power often carries with it a negative connotation, but many studies have shown that it is a necessary component to effective leadership (Kipnis, 1976; Hall and Hawker, 1981; Kanter, 1983; Burns, 1978). Kanter (1983) wrote that power means being able to get the job done. Power, according to a study by French and Raven (1959) can be classified according to the following categories: coercion, reward, legitimate, expert, or referent. In coercive power, punishments are used to force individuals to comply with the leader. This is of course, not the most effective method of motivating individuals, but is most often used by those leaders who do not have high self-esteem. More effective and positive are those leaders who influence through the use of rewards, however this method also has its downsides. Psychological research in the area of learning and motivation indicates that utilizing a reward system will stimulate compliance for a task. However, once the reward is taken away, the behavior is likely to cease. It has also been supported that rewarding behavior does not correlate to lasting change (Foa and Foa, 1975).

Legitimate power comes from constituents. This is the power that a leader has based on the beliefs and perceptions of their followers. When a president's qualifications, title, and behaviors all meet the constituents view of what the leader's role should be, the leader is given legitimate power. The more legitimate that the leader becomes in the eyes of the constituents, the higher the leader is rated. Along with legitimate power, a leader can also have expert power. This is the power or authority that comes with being identified as an expert in your field. This power can come from being introduced as an expert to a group of people, it can come from visibility in the public, and it can also come from a perception that the leader is an expert, whether or not they really are. Research demonstrates the value of perceived power because individuals who are introduced as an expert generally have a higher self-esteem when dealing with constituents and feel more accepted in general by the group (Fisher and Koch 1996).

Referent power, also known as charismatic power comes from the ability of the leader to inspire and motivate their followers. This is the single most effective type of power that a leader can utilize. Leaders who are charismatic are able to easily gain the trust of their followers and are highly respected as well. Generally charismatic leaders are individuals with great vision and are able to articulate that vision and create a sense of ownership in it from their constituents. "The most effective leader, combines charismatic power with expert power from a legitimate power base, adding carefully measured portions of reward power and little or no coercive power" (Fisher and Koch, 1996).

While successful leaders must have influence and power, they must also have the desire to be a leader. Some individuals who are experts or who have legitimate power do not have the desire to lead an institution. Not everyone wants to be a college president

and many individuals, while quite competent in their positions at a college, would not want the position of leading the institution. This is the conclusion of Hockaday and Puyear (2000) who also list several other characteristics of successful community college presidents.

In their article “Community College Leadership in the New Millennium” the authors list several traits that are found in effective leaders. These traits include Vision, Integrity, Confidence, Courage, Technical knowledge, Collaboration, Persistence, and Good judgment. According to their article, vision is first and foremost in successful leadership. A successful president will embrace changing forces in society and create a vision with the opportunities that they present. Once the president has articulated a clear vision, it is much easier to persist toward the mission of the college and persistence is indeed necessary to overcome obstacles and setbacks the leader might face. In addition, an effective leader must possess high ethical standards and exude a high level of confidence that comes from careful planning and decision-making. The successful president will also have the ability to move forward in the face of opposition and must have the courage to acknowledge that sometimes others may have a better course of action. Along with courage, the successful leader will exercise good judgment. This skill is particularly important when others, as mentioned before, demonstrate opposition to the leader’s actions. It becomes necessary to not only have the courage to stand in the face of opposition, but to have the judgment skills necessary to accurately and confidently move forward as the leader. Lastly, according to the authors, the leader must have the technical skill to effectively run the institution. A successful president must

thoroughly understand the mission and culture of the community college and have a clear understanding of organizational management as well as some technical expertise.

CREATING A VISION

In a study by Roueche, Baker and Rose (1989) several characteristics of successful presidents were identified. Data gathered from 256 presidents and a nomination of 50 presidents who were interviewed in depth, identified behaviors and characteristics of exemplary community college presidents. Their findings indicate that vision is the distinguishing characteristic of the transformational leader. The effective community college president must not only have an in depth understanding of the mission of the institution, but must also be able to clearly articulate where the college is going and how it is going to get there. Vision is imperative for effective college leadership. In addition, successful presidents understand the need for planning but also understand that they do not operate alone. The effective leader will build constituencies both inside as well as outside of the college, influencing the vision of others and creating a “shared vision”. This collaborative leadership style is an important part of successful presidential leadership, as it encourages others to have a vested interest in the attainment of the institution’s goals. Participatory leadership becomes essential particularly when there is an element of risk involved in the decision-making process. Successful presidents are intuitive risk-takers, but they also understand that with joint participation, the “risk recedes as participation and involvement grow” (Roueche, Baker, and Rose, 1989, p. 129).

The research of Roueche, Baker and Rose also established the importance of the leader-follower relationship in community college leadership. This is readily apparent in the importance of delegation and empowerment within the organization and the willingness of the CEO to provide their constituents with opportunities and responsibilities. Again, this participatory leadership style engenders ownership of the vision and mission of the college by allowing individuals the chance to influence, and share in, the decisions made in the institution. Developing relationships between leader and follower is critical to the success of any college president. Keeping open lines of communication and keeping constituents informed, building teams based on mutual respect, and valuing and rewarding individuals within the institution are all important factors that contribute to the successful and effective leadership of a college.

According to the Southwest Educational Development Laboratory (SEDL), a non-profit organization that provides research based products to enhance teaching and learning “Leadership requires vision. It is a force that provides meaning and purpose to the work of an organization. Leaders of change are visionary leaders, and vision is the basis of their work” (Southwest Educational Development Laboratory 1992). According to Westley and Mintzberg (1989) visionary leadership is dynamic and involves a three stage process:

- an image of the desired future for the organization (vision) is
- communicated (shared) which serves to
- empower those followers so that they can enact the vision

In addition to vision, five additional characteristics of exemplary educational leaders have been identified by research conducted at SEDL: being visionary, believing that schools are for learning, valuing human resources, communicating and listening effectively, being proactive, and taking risks, all of which are common to successful leaders of educational change.

Furthermore, these characteristics are indicative of these educational leaders' successful performance in the two dimensions considered necessary for effective leadership -- initiating structure, which is primarily concern for organizational tasks, and consideration, which is the concern for individuals and the interpersonal relations between them. Leaders of educational change illustrate this with their vision and belief that the purpose of schools is students' learning. Valuing human resources as well as communicating and listening are directly associated with the dimension of consideration. Being a proactive leader and a risk taker demonstrate the dimension of initiating structure. Leaders of educational change respond to the human as well as the task aspects of their schools and districts. 'Effective change requires skilled leadership that can integrate the soft human elements with hard business actions' (Joiner, 1987 p. 1) (SEDL 1992).

RELATIONSHIP BUILDING

Relationship building is a critical skill necessary for success in the community college presidency. The CEO of a community college comes into contact every day with a wide and varied constituency, internal as well as external to the college. These constituents include students, faculty and staff, boards of trustees, chancellors, community leaders, the media, and politicians. “Successful presidents establish, maintain, and enhance relationships with selective constituencies of the college for the purpose of promoting the college’s well-being (Vaughan and Weisman, 1998, p. 125). Without the skills necessary to build effective relationships with constituencies, the community college president will find themselves in a difficult situation. “In order to survive and prosper, the president first must like students. No CEO, however skilled, can fake this basic necessity of life. Students are not easily fooled and especially by disingenuous bureaucrats” (Budig, 2002, p. 5). Likewise, faculty demand respect from the president and the savvy CEO will understand the need to build ties with faculty and faculty committees. It is important for the president to allow faculty leaders the right to consult on matters that impact learning, however “it is important for faculty leaders to understand that the ultimate responsibility and liability for action resides with the president” (Budig, 2002, p. 11). A recent article by the American Association of Community Colleges on effective community college presidents stated that community college presidents must be skilled in developing partnerships with the community including business, civic, and educational institutions. They must encourage civic responsibility in their students and staff and participate in community development. In

addition, effective presidents must clearly understand and implement the community college mission, have effective advocacy skills, have good administrative skills, and an extensive amount of transformational skills such as collaboration, personal ethics, confidence, balance, and flexibility among others.

RELATIONSHIPS WITH THE BOARD

Certainly one of the most important relationships that the president of a community college can establish is that with the Board of Trustees. A college may have a statewide governing or coordinating board, a local institutional board, or in some cases both. This relationship is complicated further by the fact that most individuals elected to boards are not educators, but come from a wide variety of occupations and backgrounds. This places even more importance upon these relationships as the president often has the added responsibility of educating the board on issues relevant to the community college mission. Cathryn Addy (1995) suggests that a president must continually cultivate the board. “If we are doing our jobs well as presidents...we must view them not as outsiders who must be placated, but rather as partners in this enterprise (Addy, 1995, p. 77). While most board members may not come from educational backgrounds, the successful president acknowledges that they are an invaluable resource to the institution. “Boards have eyes, ears, and intelligence that you can never possess. As a matter of fact, they have several sets of eyes and ears – all extending to your community, your colleges, and your employees” (Elsner, 1993). Of most importance in relation to the board, is the relationship between the president and the board chair. The chair position, by virtue of its importance, carries great inherent power. It is essential that the CEO and the board

chairperson have mutual trust and respect for one another since the relationship between these two will in turn affect the entire board and its effectiveness (Barringer, 1995).

RELATIONSHIPS AND POLITICS

The president must also maintain good relationships with legislators and other politicians within the community. Knowing how to “play the game” of politics is an important skill that the community college president must possess. Effective presidents understand that they share the same constituents as the politician, receive advice from the same business and civic leaders, and mingle in the same social circles (Shaw 1999). “Most successful presidents have learned how to fight issues while staying away from personalities; they attack matters of substance, not people. Regardless of the depth of feeling on an issue, the president must come off as being eminently fair, dispassionately objective, and always even-tempered” (Shaw, 2002, p. 71). It is important for presidents to understand that government officials expect the college to stick to its mission and to deliver high-quality education at a reasonable price and the successful president will engage these leaders with the college (Shaw 1999).

CHARACTER AND ETHICS

A characteristic cited less often in the literature on successful community college presidents but one that is of utmost importance is that of character. What exactly defines character is difficult to articulate but it certainly would include honesty, integrity and ethical behavior. In a study by Vaughan (1986) the personal attribute receiving top ranking by presidents was integrity. The presidents indicated that integrity is the basis

for sound leadership of a college. Being honest as a leader is critical to gaining the trust of constituents and it is necessary to be honest in all situations, even when the responses are not what constituents want to hear. Once a president has publicly compromised their integrity, it is an uphill battle to regain the trust and support of those around them.

Having and maintaining impeccable ethics is also critical to success in the presidency. “Tough complex decisions, conflicting demands on resources and priorities, the quest for power and the need for achievement and recognition...generate innumerable hazards and temptations for the ethically challenged” (Jensen, Giles, and Kirklin, 2000, p. 39). Making ethical decisions about the most severe of behaviors such as lying or stealing are not the decisions that cause a president grief. It is more those gray areas of interpretation, where ethical lines are blurred, when knowing what is “right” may not be evident. It is at these times when the president must have a strong sense of their own personal values and be able to maintain those values in the face of criticism or opposition (Addy, 1995).

EMOTIONAL INTELLIGENCE

Being a president is a 24-hour, seven day a week job. The stresses and strains of successfully leading a college can take their toll on even the strongest of individuals. It is therefore imperative that individuals in the presidency seek to maintain effective balance in their lives. This balance should include time away from the job for personal reflection as well as family and leisure time. Individuals currently in the position know, however, that this is not always a possibility, particularly when an individual is in the first few

years of a new presidency. It becomes critical then, that the effective leader have the emotional skill to handle the demands of the job and maintain a sense of balance during times of stress.

Daniel Goleman in his book “Emotional Intelligence” suggests that individuals who have a high Emotional Quotient (EQ) are much more effective at handling the emotional aspects of leadership. These are the individuals who have the self-awareness to understand their feelings and who can manage their reactions to those feelings successfully. Leaders who have high EQ’s are the ones who are self-aware, are able to control their impulses, can delay gratification, and are empathetic. Kenneth Shaw (1999) believes that emotional competence is worth examining and improving, particularly for college presidents. He believes that presidents with high EQ’s are able to deal constructively with reality, have a good capacity to adapt to change, are relatively free from excessive anxiety, have the ability to maintain close relationships, can redirect hostile energy into constructive outlets, and are willing to self-evaluate. “There are many brilliant people whose IQ scores are on the far right of the bell curve but who are emotionally slow” (Shaw, 1999, p. 14). Certainly being composed and able to control one’s emotions and reactions is an important part of successful leadership. Effective presidents understand the necessity of this as well as taking care of themselves, even if it means they do so while working long and stressful hours on the job.

Theoretical Approaches to Leadership

TRAIT, BEHAVIORAL, AND SITUATIONAL THEORIES

In identifying theoretical approaches to leadership attributes, Baker, Roueche, and Gillett-Karam (1990) categorized leadership into four categories. The Trait Approach, an inquiry used early in the twentieth century, identified leaders according to natural traits that a leader possessed. This “leaders are born, not made” approach falls short in research based data. “Research about leadership traits reveals that no innate genetically determined set of universal leadership characteristics either exists or can be determined in formulating a general basis for leadership theory (Stogdill 1977, cited in Baker, Roueche, and Gillett-Karam, 1990, pp. 28-29).

The Behavior Approach took up where trait theory left off. This approach took the stance that leaders’ behaviors are what constitutes their leadership ability. “Early behavior research identified two distinct types of leader action: one aimed at accomplishing organizationally relevant tasks, and the other met the human needs of individuals (Baker, Roueche, and Gillett-Karam, 1990, p. 29). The Situational/Contingency Approach includes a Path-Goal Theory (House & Mitchell, 1974; cited in Baker, Roueche, and Gillett-Karam, 1990), in which four leadership behaviors are identified and the importance of contingency variables such as follower traits and external environmental factors are stressed. The *Life Cycle Theory* is also identified as a situational leadership theory and suggests that there exists a relationship between the task, relationship, and situational variables that lead to four styles: telling,

selling, participating, and delegating. “The life cycle model of leadership rejects the idea that there is one ‘best’ way to lead, although it forcefully prescribes a particular leadership style for a given situation (Baker, Roueche, Gillett-Karam, 1990, p. 36).

TRANSACTIONAL AND TRANSFORMATIONAL LEADERSHIP

The Power and Influence Approach-Burns and Transformational Leadership concept identifies two types of leadership: transactional and transformational.

Transactional leadership is based in exchange theory in which the leader and the follower exchange one thing for another. In this approach the leader and the follower reach an agreement concerning the exchange of valued items such as money, praise, or time.

There is an agreed upon consequence (either positive or negative) for the completion of the agreed upon task or in the case of negative consequences, upon incompleteness of the task (Burns, 1978). Transformational leadership involves “vision and judgment, it involves values and the shaping of values in others, and it requires of the leader and the follower the ability to transcend their own limited views and perform beyond what is normally expected” (Baker, Roueche, and Gillett-Karam 1990, p. 38). In this approach the leader, while recognizing the importance of providing followers with basic needs such as structure and direction, also attends to a higher level of needs according to Maslow’s hierarchy of needs (Roe, 1992). The transformational leader goes beyond basic exchange theory to empower and motivate followers and provide a vision of the level of attainment that they can achieve together. It is this higher level of leadership that creates in followers a sense of accomplishment by validating that the work they are doing is making a difference in the organization. In their study of the transformational

president, Fisher, Tack and Wheeler (1988) found that the effective president is a strong, caring, action-oriented visionary who acts out of educated intuition. He or she is transformational rather than transactional and less collegial and more willing to take risks than the usual president.

Theories on leadership and leadership traits have been in existence for hundreds of years. Many qualities and traits have been associated with the successful leader and until recently these characteristics were often male-constructed and associated with masculine identities. However, the last several decades have seen an increased interest in gender and issues related to gender-based differences in leadership. This interest has led to a plethora of research studies on gender related topics, particularly in the area of leadership.

Literature on Gender-Based Differences in Leadership Style

HISTORY OF LEADERSHIP AND GENDER STUDIES

Historically leadership theories have been based on the male paradigm and early theories espoused by leadership researchers assumed a male leader model. Max Weber, whose categories of patrimonial, legal, and charismatic certainly presumed a male model and is an example of one of those theorists. Almost without exception, early researchers on leadership used male participants in their studies thus creating a male-constructed approach to effective leadership. Therefore most, if not all of the early theories on successful leadership were built on traits most often associated with masculinity.

The attainment of leadership positions has been a problematic issue for women over the past century. As recent as the 1950's, women were oftentimes viewed as incompetent in providing leadership in any areas other than those with which they were viewed to have some expertise- homemaking, teaching, and nursing. While women have made great strides over the last century and now enjoy representation in the highest levels of corporate, government, and educational institutions, they still have much ground to gain. "Men still occupy 95 percent of the top corporate positions and 85 percent of elected offices. Despite over thirty-five years of equal pay legislation, full-time female employees earn less than 75 cents for every dollar earned by men" (Freeman and Borrque, 2001, p. 4). Tom Peters, an expert on management and leadership states "Women are surging into managerial jobs at an incredible rate...yet the mindset of enterprise still tends to be mostly masculine. That's half the story. The other half of the story is even though there is much more equality in the workplace than there was 35 years ago, today only seven Fortune 500 companies have chairpersons who are women. Talent is primary, and within the arena of talent--particularly in executive positions--the most overlooked piece of that equation is women" (Peters, 2003, p. 1).

The current women's movement and its call for equity brought gender issues into mainstream society, and more and more women are now entering into leadership roles. In concurrence with the advancement of the women's movement, researchers have also become interested in gender-related issues. A plethora of literature is now available on the topic of gender differences and many research studies have been conducted on the differences between men and women in the realm of leadership (Cheng, 1988; Winter,

1988; Freedman and Phillips 1988; Bass and Stogdill, 1990; Butler and Geis, 1990; Cann and Siegfried, 1990; Eagly and Johnson, 1990; Maher, 1997).

THEORIES OF GENDER DIFFERENCES

It can be argued that there are differences between men and women, particularly in the way they perceive and interact with others. Scholars have long studied the differences between the genders and many of these researchers support the notion that men and women are fundamentally different. In her seminal work on gender differences *“In A Different Voice”*, Carol Gilligan (1993) challenged the perceptions that had long been held concerning women and men and the way they view the world. Her view of gender differences lies in the context of the way men and women perceive and construe social reality. Women tend to view their world around experiences of attachment and separation, and view themselves being entwined in an ethic of care, so that any event in a woman’s life is seen and interpreted through this lens. Men on the other hand, do not seek attachment but rather individual achievement, in which “great ideas or distinctive activity defines the standard of self-assessment and success” (Gilligan, 1993, p. 163). Gilligan’s theory was established after the work of Chodorow (1974) which stated that gender differences are not innate but rather a function of the environment in which girls and boys are raised. Chodorow suggests that because women are, universally, responsible for the care and rearing of children whereas men are largely separated from this activity, their personality development centers around a deep connection to others. In contrast, men see their gender identity as one of separation, because in order to develop masculine qualities, a boy must separate from his mother. Therefore,

masculinity is defined as separation while femininity is defined as attachment. This, she concludes, creates in men a difficulty with relationships and in women, difficulty with autonomy.

Gilligan built on this theory in her “Rights and Responsibilities” study where she defines “voice” in terms of individual’s perceptions about moral problems. She sees voice as a way of representing the differing moral reasoning of men and women, where women’s represents an ethic of care, men’s an ethic of justice. Her research concluded that women’s moral development is equal to but separate from that of men. Rejecting theories that women and men follow the same path of moral development, Gilligan instead suggests that women go through six stages of development beginning with personal survival and ending with interdependence of care for self and others. This is in direct contrast with earlier theories on moral development such as Kohlberg (1972) that suggests that individuals’ progress through six stages of development beginning with egocentric views of fairness and ending with an understanding of human rights based on principles of justice. Kohlberg’s theory was constructed based on male responses and therefore, Gilligan argues, females will not conform to the levels of moral development he has defined. This leads to an incorrect interpretation of the level of female moral development, since females reflect on the world in a much different way than that of males. Her research has indicated that females view the world as an interconnected web of relationships and that self-concept is developed in relation to others. Females tend to place themselves in relation to the world. Males do not view the world in the same manner and tend to place the world in relation to themselves. Hierarchical ordering,

rules, and logic are all components of male moral development, whereas connection, communication, and relationship are components of female moral development.

What has developed for males and females is a different view of self and of self in relation to the world. Males view the constructive power of separation and women view the constructive power of connection. How this affects relationships and how one interacts with the world as one grows older is important, particularly in leadership. It would suggest that the leadership styles most often associated with men (competition, hierarchies, and personal achievement) are based largely on how men view the world from childhood. It would also suggest that leadership styles most often associated with women (collaborative, participatory, and communicative) are also based in this development. How individuals interact with others and the level of comfort they feel in leadership positions has much to do with this moral development. “Rule-bound competitive achievement situations, which for women threaten the web of connection, for men provide a mode of connection that establishes clear boundaries and limits aggression, and thus appears comparatively safe” (Gilligan, 1993, p. 44). These differences would certainly indicate that men’s and women’s leadership styles would be different and that their choices as leaders would be different. The images of hierarchy and web inform different modes of assertion and response; the wish to be alone at the top, the fear that others may get too close; the wish to remain the center of connectedness and the fear that others may be too far away. Thus, these wishes and fears lead to different portrayals of achievement and affiliation which will in turn lead to differing modes of action and differing ways of approaching choice (Gilligan, 1993).

Much of the research that has been done on gender and leadership focuses on biological sex. However, is leadership conceived as masculine, feminine, or androgynous? The research has shown that leadership has most often been associated with males and this masculine bias prevails in determining what makes a good leader. Arkkelin and Simmons (1985) conducted research that asked individuals to respond to certain traits in terms of whether the trait would make a good manager or a bad manager. Overwhelmingly, the masculine traits were viewed as the most significant qualifier for effective leadership. This does not mean however, that women should be inclined to take on the traits of a male in leadership positions. Some research has shown that females should adopt a masculine style to become more acceptable as leaders (Powell 1999). However, other studies have suggested that masculine females demonstrate lower leadership performance and experience role conflict more often (Watson 1988).

Gender based research on leadership attributes has become more prevalent over the last decade with many researchers examining the role of women in leadership positions. A 1990 study by Judith Rosener of female and male executives indicated that female executives were much more likely to encourage individuals to correlate their self-goals with the goals of the company and to encourage self-worth as well as active participation and sharing of power. Executive men were found to rely on the old standards of reward and punishment for outstanding or inadequate job performance. (Rosener 1990). Aburdene and Naisbitt's research indicated that there are 25 behavioral characteristics of women leaders that set them apart from male leaders. These behaviors are categorized into six central patterns: behaviors that empower, restructure, teach,

provide role models, encourage openness, and stimulate questioning (Aburdene and Naisbitt 1992).

A researcher who is particularly interested in gender-based studies in community colleges is Rosemary Gillett-Karam. “Gillett-Karam frames leadership in four ways: (1) taking appropriate risks to bring about change, a “vision” behavior; (2) providing caring and respect for individual differences, a “people” behavior; (3) acting collaboratively, an “influence” behavior; and (4) building trust and openness, a “values” behavior (Getskow 1996, p. 2). What the researcher has concluded is that effective leadership is more behaviorally based than gender based and that leadership depends on situations, not gender. This does not mean, however, that there are not differences between the genders in leadership styles, more specifically the behaviors related to successful leadership.

In recent years the literature has indicated that there is a paradigm shift occurring in organizations; a movement toward a more collaborative and communal leadership style. Judy Rosener of the University of California argues that women have an advantage over men in being able to use an interactive leadership style. “This style emphasizes collaborative versus top-down decision-making, valuing group as well as individual contributions and interpersonal as well as technical skills, empowering workers at all levels, and providing multidimensional feedback and performance evaluations” (Cleveland, Stockdale, & Murphy 2000, p. 311). However, according to Nancy Nichols, editor for the *Harvard Business Review*, there can also be a downside to this style :

Despite the popularity of the idea that women bring something special to the management table, there is also a certain danger inherent in this belief. For even as we seek to define gender roles, we perpetuate our

prejudices. If women start to define themselves as good at the soft skills of communications, you better believe that someone will say that the ‘real’ work of managers is number crunching and strategic analysis – things that women, well, just aren’t up to. Remember, as soon as Rosie got good at riveting, factory work was all about welding.

Stereotypical Characteristics of Male and Female Leaders

Trait characteristics have long been established defining how men and women behave in organizational settings. The following are lists of characteristics for males and females that seem to be the most accepted in our society (Dixon 1993):

Characteristics for Men:

- Operate by power and control
- Their universe is held together by the sense of hierarchy
- The only difference between people that matters is “who’s winning”?
- Competition is vital
- Action and achievement mark progress
- Size of pay check is a crucial bench-mark of success
- Talk about facts, actions, abstract ideas, the big picture
- Don’t listen much
- Dominance is their chief goal; failure is their chief fear

Characteristics for Women:

- Operate by creating links with other people

- Their universe is held together by a network of relationships
- They want to minimize the status between themselves and others
- They form a sense of being part of an overall community
- Believes everyone can make a contribution
- They seek intimacy and involvement with other people
- Are interested in feelings, people, relationships, detail
- Listening is one of their principal skills
- Interdependence is their chief goal; isolation is their chief fear

In addition to these traits, traditional corporate rituals and practices include the following accepted values:

- Heroism (rejecting weakness)
- Physical toughness
- Emotional toughness
- Self-reliance
- Leaders working extraordinarily long hours, weekends and evenings
- Leaders rarely taking sick leave
- Seeing sacrifice of personal and family time as necessary for the job
- Demanding and demonstrating a capacity to travel on short notice

Stereotypical behavior does not always depict group members accurately. The truth of the matter is, however, that they do exist and men and women are perceived differently solely on the basis of their gender. Unfortunately, stereotypes have both a descriptive and a prescriptive component. “They indicate what group members are

like, but also what group members *should* be like – that is, what behavior is appropriate for members of the group” (Canary and Dindia 1998, p. 42).

Differences in Communication Styles

Certainly there is a great amount of literature dedicated to the differences between men and women in relation to communication. “There are two abiding truths on which the general public and research scholars find themselves in uneasy agreement: (a) that men and women speak the same language, and (b) that men and women speak that language differently” (Mulic 1998, p. 127). An overwhelming amount of research has supported that there are gender differences in communication styles. Most of the differences seem to be the result of men’s and women’s unequal social power and the disparate behavioral and attitudinal tendencies their respective degrees of power promote (Puka 1990). This leads the less powerful to develop coping skills that reduce the amount of conflict when dealing with those in power, whether real or perceived. These communication skills include subtle nonverbal behaviors such as deferring, pleasing, attending to other’s needs, speaking tentatively and indirectly, and making others feel comfortable.

Research in nonverbal communication seems to reveal several other tentative patterns. One study indicated that nonverbal communication followed closely the stereotypes held about the genders. For instance, men tend to expand and women to contract nonverbally when it comes to vocal features and body movements. Women seem to be more expansive in the use of facial nonverbal cues, while men are more restricted in facial expression. Men also tend to occupy and use more space and larger

spaces than women and use objects and colors for different purposes (Briton & Hall 1995). These summary statements should be qualified however, because women talking with one another may show different nonverbal patterns because they focus less on dominance issues than do their male counterparts, take more pleasure in communicative creativity, and possibly make stronger efforts nonverbally to resolve conflict through identifying with the other (Bate & Bowker 1997). Communication related differences between women and men that have been repeatedly reported by researchers include: (a) male childhood and adolescent communication involves more interruptions, self-displays, challenges, strong assertions, and direct judgments than female childhood and adolescent communication (Maccoby 1990); (b) women rely more than men on verbal communication, including personal disclosures, to build and maintain intimacy with friends (Inman 1996); (c) women generally find talking about relationships satisfying, whereas men generally find talking about relationships satisfying only when there is some tension or problem requiring attention (Acitelli 1992); and (d) women are more involved in caring for others than are men (Wood 1994).

One of the most profound differences in the way men and women communicate is on the emphasis between task versus relationship. Men communicate primarily to ensure the completion of a job or to handle crisis when it erupts. It is used as a mechanism primarily to disseminate information. For women communication is seen as a means of supplementing task completion and is used far more frequently to develop relationships, to minimize stress, and to support creativity (Gray, 2002). When men communicate they do so in a linear fashion and usually use brief language and logical sequences. Women tend to process out loud and as a result tend to be viewed as being uncertain. Women

also tend to incorporate relationships into their communications by including the listener in the conversation. In addition, women generally tend to use more descriptive language and feelings in their communication (Gray, 2002). Paralleling Gilligan's theory of moral development, it has also been documented that men tend to interact with others in the workplace according to a set of unspoken rules where actions are not taken personally. Women on the other hand tend to follow a set of manners that relies heavily on nurturing and relationship building. This seems to be a common theme for interactions in the workplace, possibly the result of men having participated in competitive sports. Sports are an area that allows individuals to compete without their actions being taken personally. Women who have not had the opportunity to experience this tend to view interactions more holistically, where no one wins if everyone doesn't win.

Research on communication and verbal cues has also revealed many differences between the genders. For instance, men tend to talk more about things and activities such as what they did and what they're going to do. Women tend to talk more about the people at work, relationships, and their feelings. In addition, women tend to have several speech patterns that are distinct from men that make them appear much less assertive when they talk. They tend to use tag endings, which means they tend to add questions at the end of a declaration. "We should finish that report today, shouldn't we?" is an example of a tag ending. Women use tag endings because they do not like to impose their viewpoints or demands on others and the tag ending seems to soften the otherwise directive statement. Women also use inflection in a manner that is not congruent with assertiveness. When finishing a statement, they make it sound like a question by adding inflection at the end of it. This not only creates confusion to the listener, but also creates

a tentative and highly insecure tone. In addition women tend to use descriptive, emotional verbs when talking in business situations. The types of words often used by women include “feel, thrilled, wish, and hurt”. While these types of words can certainly play an important role in the personal lives of the speaker, they are certainly not effective in the boardroom. Men tend to limit the amount of these emotional laden words and rarely ask how his employees “feel” about a certain topic. Women also tend to use intensifiers and qualifiers in their speech patterns. “Intensifiers are words such as “so, such, or quite”. Qualifiers are words like “rather, sort of, and a bit”. Women use qualifiers often, men rarely use them. This makes women sound more tentative and less authoritative. Instead of saying ‘These projects are usually a bit difficult’ they should say ‘These projects are definitely difficult’ which conveys a stronger, definite opinion rather than a tentative one. On the other hand, men need to incorporate more qualifiers such as ‘rather’ and ‘sort of’, particularly when providing criticism. This will help them sound more approachable and less abrupt (Glass 1993).

Men also tend to lecture and have more of a monologue in their communications than women who tend to have more dialogue when talking with others. It has been found that women also tend to cry when highly frustrated on the job while men tend to raise their voice or yell when they are frustrated. In a business disagreement, women will often bring up things from the past, while men usually stick to the problem at hand. Also, men have been found to be less likely to ask for help and more likely to try to figure things out on their own. This seems to support the theory that most women have that men will never ask for directions when lost while traveling. Another difference

concerning communication and conflict is that women tend to personalize criticism or rejection much more than men.

What stands out about business communication and differences in the genders is that when “women eliminate the commonly ‘female traits’ in their language, they sound foreign or unusual to men. Men often interpret this to be negative and ‘bitchy’ when in fact, it is not” (Glass 1993).

Research on work groups has also suggested a difference between the genders in both communicative behaviors and satisfaction with group participation. “There is a mountain of research attesting that when females and males get together in groups, the females are more likely to change their styles to adapt to the presence of males – whether they are adults or children” (Glass 1993, p. 119). When women are with men, they become more like men. They raise their voices, interrupt, and otherwise become more assertive (Hall & Braunwald 1981).

There is also evidence that they carry over some of their well-practiced female style behaviors, sometimes in exaggerated form. Women may wait for a turn to speak that does not come, and thus they may end up talking less than they would in a women’s group. They smile more than the men do, agree more often with what others have said, and give nonverbal signals of attentiveness to what others – perhaps especially the men – are saying. In some writings this female behavior has been referred to as ‘silent applause’ (Macoby 1990, p. 516).

One important finding in regard to work meetings and communication is that men outtalked women and in general, women had a difficult time “getting the floor” in groups

and were interrupted more. In studies of conversations of same-sex and mixed-sex pairs in natural situations, 98% of the interruptions and 100% of the overlaps in conversation were made by men (Zimmerman & West 1975). In general, men initiate and receive more interaction in groups than women and that in all male groups a more stable hierarchy was established. The most active or least active members of the all male group tended to remain in those roles across time. This was not evident in all female groups, as the most active members would eventually draw out the most silent members because they felt as if they were taking too much of the time (Aries 1977).

Conflict Resolution and Gender

One of the earliest studies on conflict resolution between genders found wives often complained that their husbands were emotionally or physically withdrawn, whereas husbands complained about feeling pressured and nagged by their wives (Termen, Bittenwieser, Ferguson, Johnson, & Wilson, 1938). “More recent studies have indicated that women tend to be more conflict engaging and coercive, whereas men are more pacifying and withdrawing” (Sagrestano, Heavey, & Christensen, 1998). This is particularly valuable information into the interactions between males and females during conflict. One individual tries to discuss the problem, may criticize the other, and demands change while the other individual attempts to withdraw, avoid the conflict, and defend themselves against the accusations.

Conflict can be discussed in terms of either *structure* or *process*, both of which are important to understanding gender differences. The structure of conflict means the conflict of interest between people (Peterson 1983) and process means overt conflictual

interaction that takes place between them (Sagrestano, Heavey, & Christensen, 1998). For example, a male president and his female vice-president may disagree on how much time the vice-president is to spend on a particular project. That would indicate the structural conflict. How they resolve the conflict through communication and their interpersonal relationship would be the conflict process. They may decide to criticize each other, or the female vice-president may attempt to solve the conflict while the president delays and withdraws from the conflict by avoiding conversation.

This demand-withdraw interaction pattern seems to be more polarized on the women's issues than on the men's issues. That is, men and women are more likely to conform to rigid demand-withdraw patterns when the woman is requesting the man to change than when the man is requesting the woman to change. Leaders of both genders need to be aware of this conflict issue and work hard to find middle ground on areas of disagreement.

Gender Differences and Leadership Success

While there are many research studies that support the notion of gender differences, do these differences have any effect on leadership success? Helgesen (1990) studied four successful women CEO's to determine what made them successful and then compared her research to that of Mintzberg (1973) whose research included only males. She found significant differences related to gender on a number of factors. The women of her study handled time differently than the men of Mintzberg's study. The women often scheduled breaks, spent time away from work on leisure activities, and set aside a portion of each workday to connect with colleagues. The men viewed success in terms of

the amount of time they spent at their job. They worked relentlessly without breaks, took no time outside of work for activities not associated with their jobs, and did not view collaboration and interaction as positive behaviors. In addition, the women were comfortable with interruptions and happenstance events, the men were consumed with time management and keeping on a schedule. In other areas such as self-concept, the women did not associate their identity with their jobs, but instead viewed their careers as only a part of who they are. The men however, could not separate their identities from their jobs, they viewed themselves as their job.

Again, relating this research back to the research of Gilligan, it is apparent that men and women do have differing management and leadership styles. Men and women interact and react based on the values that they have been taught. As Catheryn Addy states, “Gender differences are not just a figment of the feminist imagination; they are real and abiding” (Addy, 1995, p. 41). But not everyone agrees that there are gender based differences that attribute to successful leadership. Fisher and Koch (1996) state that one of the most overblown issues in discussions of presidential leadership in American colleges and universities is the influence of gender and race upon presidential performance. In their opinion, successful leadership characteristics are not innate in any one gender or race, but are attributes that can be taught and learned.

Much has been said in recent years about the changing landscape of organizational leadership. No longer is the dominating, hierarchal leadership style accepted in today’s organizations and a movement toward a more participative and reciprocal style has emerged. This new style of leadership can be closely aligned to what has been referred to in the past as a “feminine” style of leadership, much different than

the patriarchal leadership style employed in the past. But does that mean that women are now more adept at leadership positions than men? Many researchers believe that successful leadership is not dependent upon gender related traits, but an androgynous set of characteristics and skills that can be utilized by men as well as women. Successful leadership takes skill, ability, and certain behaviors but these attributes are not related specifically to gender.

The Effect of Stereotypes

Stereotypes may indeed play a role in whether individuals become successful presidents or whether they even become presidents at all. Stereotypes, such as the ones mentioned previously, are often unfounded and bear little resemblance to the reality of leadership (Fisher and Koch, 1996). Successful leaders tend to use the components of stereotypical behavior of both genders and therefore exhibit an androgynous style of leadership. Even though the early theories of leadership behavior seem to support the association of masculinity with successful leadership, recent studies have shown no differences between men and women as transformational leaders (Maher, 1997).

Roueche, Baker, and Rose (1989) found that when women and men were separated using gender as an independent variable to compare with the attributes of transformational leadership, there were no statistically significant differences. Eagly (1986) found that male and female business leaders do not differ significantly in their behavior and subordinates are not differentially satisfied with them; the gender of the leader does not significantly influence either leader behavior or subordinate satisfaction.

There is considerable evidence to support however, that stereotyping stills exists and that it is almost always to the detriment of women (Freeman, 2001). Because women have not had the opportunity in the past to move into positions of leadership at the top levels, constituents have not experienced organizational life with a woman CEO. In the absence of this experience, individuals tend to fall back to their preconceived notions about leadership and the stereotypical behaviors associated with it. “Stereotypic notions that attribute emotional reactivity and relationship priority to women may render them lacking the aptitude supposedly required for the rational, objective decisiveness required for leadership” (Freeman, 2001). Although research has supported that women are just as capable as men in becoming leaders, there is still a disconnect between perceptions and reality. Unfortunately, these perceptions dominate when support to the contrary is not available. Constituents may still associate leadership with male traits and therefore leadership selection is more a matter of follower perceptions than of actual traits and characteristics. To underestimate the power of perception would be a mistake, as there has not yet been a total shift away from stereotypical expectations that individuals have of leaders, expectations that generally discount the effectiveness of female leadership. Once in a leadership position, women are usually seen as effective leaders. The paradox of this however, is that being perceived as a leader may be the prerequisite to becoming one (Freeman, 2001).

Summary of the Review of the Literature

Much research has been conducted in an attempt to identify those characteristics that result in outstanding leadership of organizations. Most often noted attributes of

successful leaders include outstanding communication skills, a visionary approach, non-aversion to risk-taking, a strong character and high integrity, technological and organizational proficiency, and a collaborative management style.

It is important to remember, however, that these represent an ideal leader. No one individual could possibly exhibit all of the characteristics that make for a great leader. According to McFarlin, Crittenden, and Ebbers if one were to base their ideal of the perfect community college president on their research alone, the president would “be a married White male, about 55 years old, served as a community college president for 14 years, has been at his institution for slightly more than 10 years, and achieved his first community college presidency at 41 years of age” (McFarlin, Crittenden, and Ebbers 1999, p. 28). This would be unfortunate as it virtually eliminates women and minorities from the application mix. This does however, support the notion that women and minorities are still underrepresented in community college leadership positions. This lack of representation may be the result of, among other factors, gender based stereotypes about leadership capabilities. While there are stereotypical attitudes that exist concerning the genders, the research indicates that there are some gender-based differences between males and females particularly in leadership and communication styles. Men are perceived to be more task oriented and women more relationship oriented (Gray 2002) As more women move into the presidential ranks, it will become increasingly important to research and understand the differences between the genders and leadership styles, whether real or perceived. It is important as well to emphasize these differences, so that both those in charge of hiring presidents and those who will work for them understand the impact those differences can make on the success of the individual hired.

CHAPTER THREE

METHODOLOGY

In setting the context for the study in chapter one, the researcher stated that there is expected to be a significant number of vacancies in executive level community college leadership positions over the next several years. In order for community colleges to continue to play an important role in the higher education arena, it is imperative that individuals who possess strong leadership abilities fill these positions. It was also stated that these positions will be increasingly filled by women and minorities and that leadership styles may change as a result.

Chapter two expanded the context for the study by reviewing the pertinent literature concerning (1) leadership theory, (2) leadership competencies, and (3) gender differences. Even though there is a plethora of research concerning leadership competencies, there has been little research on how gender differences are portrayed in the perceptions of leadership success among community college presidents. Consequently, this study looks to examine not only the perceptions of characteristics of success held by current community college presidents but the gender differences and similarities of those perceptions as well.

This chapter outlines the research design and methods used to undertake this research. It will identify the setting, explain the selection process of the participants, outline the data collection, and explain the analysis of the data. The methodology chosen for this research is Interactive Qualitative Analysis (IQA).

IQA is a qualitative analysis that allows a researcher to provide rigor within the framework of the research. This is achieved through processes of data collection and analysis. IQA procedures are public and non-idiosyncratic; replicable within reasonable bounds; and do not depend on the nature of the elements themselves. The important feature of IQA is that it allows the participants themselves to identify elements and relationships without bias from the researcher.

A qualitative methodology is appropriate because of the inductive nature of the research and the reliance on self-reporting (Marshall, 1989). As Perez-Greene refers to a qualitative study, they are performed “with key participants for the purpose of eliciting a particular subject for in-depth understanding” (Perez-Greene, 1993, p. 105). Many researchers have argued for “logical-positivism, which relies on quantitative and experimental methods to test hypotheses while others argue for qualitative and naturalistic approaches to inductively and holistically understand human experience in context-specific settings” (Patton, 1990, p. 37). Because this research study intends to understand individual perceptions, a qualitative analysis lends itself to allowing the participant, as a competent knower, the latitude to describe their experience in detail.

Research Questions

Participants in this study were asked to explore and record their perceptions of factors that lead to success in the community college presidency. They were also asked to explore and record their perceptions of factors that are counterproductive to success in the community college presidency.

The following research questions directed the collection and analysis of data for this study:

1. What factors do community college leaders perceive as attributing to the success of a community college president?
2. What factors do community college leaders perceive as counterproductive to the success of a community college president?
3. How are these perceptions similar or different for males and females?
4. If differences are found, what are the implications for community college leaders?

Participants

Two focus groups of 7-9 current community college leaders were selected, each group comprised of separate genders. These leaders were selected based on their proximity to one another for ease of collection. A more detailed description of the selection process will be given in a later section. Individual interviews were scheduled with all of the focus group participants. Ten additional interviews per gender (10 men and 10 women) were scheduled with current community college presidents across the United States. These presidents were selected based on references from community college leaders who identified them as successful community college presidents.

Data Collection

As mentioned previously, IQA is a qualitative data gathering and analysis process. The procedures of IQA depend heavily on group processes to determine the participant's perception of a phenomenon.

GROUP REALITY: THE USE OF FOCUS GROUPS

One of the defining features of IQA is that it allows the participants to determine the research question(s) rather than the researcher themselves determining them. In order to achieve this, focus groups are utilized to collect the data. Focus groups are a collection of individuals, preferably 10-20, all of whom share some common experience. These commonalities can include career positions, geographical area, or background experience. The use of focus groups has evolved over the years from a method utilized in marketing research to a respected tool used in qualitative research (Hughes & DuMont, 1993; Krueger, 1994). Utilizing focus groups, while not providing the in-depth level of information that can be gleaned from individual interviews, is nonetheless important in the interactive perspective it brings (Morgan, 1988).

When forming focus groups the researcher must take care to choose individuals who understand the nature of the process, who are willing to commit a significant amount of time, and who are willing to come together in a common location. Focus group members will be asked to participate in brainstorming, an activity that "encourages the maximum production of individual thoughts, feelings, and ideas, yet creates a coherent group construction disparate individuals realities" (Northcutt and McCoy 2002).

Focus Group Organization

Focus group participants for this study were recruited from Denver, Colorado metro area community colleges with primary recruitment occurring at the community college of Denver. Participants were chosen based on proximity to the Denver area as well as their current position in community college leadership. The researcher contacted numerous individuals by telephone, email, or personal visit to explain the nature of the research and to solicit their participation in the focus groups. Participants in the focus groups were required to be at the director level of management or higher at their college. The focus group participants in this study held positions as directors, deans, vice-presidents, and presidents. Two focus groups were conducted, one female focus group and one male focus group. The focus group sessions were used as the primary data collection source for determination of the characteristics to be used in later individual interviews.

Conducting the Focus Groups

Both focus groups were conducted on the campus of the community college of Denver in large conference rooms. Before participants arrived, the researcher and an assistant distributed the Informed Consent form, a group of twenty index cards, and a permanent marker to each seat around the conference table. As the participants arrived, they were given two copies of the Informed Consent and asked to read and sign the form and return one copy to the researcher. After all group members had signed the Informed Consent, the researcher briefly explained the nature and purpose of the research and the protocol for the focus group session. The researcher clarified any questions that the

participants had concerning the research and then obtained permission from all members to audio-tape the session. The researcher then proceeded to take the focus group participants through the guided imagery exercise (Appendix A). Follow-up interviews were scheduled with each focus group participant to meet with the researcher individually. During the individual interview the participant was given the opportunity to define in their own words the affinities that were established during the focus group. The individual interview also allowed the researcher to conduct a theoretical interview (to be discussed later).

IDENTIFICATION OF FACTORS

Silent Nominal Brainstorming

Focus groups are first asked to participate in *silent brainstorming*, an activity that involves each individual in their own brainstorming session. After the participants have listened to the guided imagery exercise, each individual is asked to write their thoughts on index cards. Participants are asked to reflect on the topic and questions covered in the guided imagery and record those reflections as words, phrases, or pictures. Individual participants are encouraged to create as many cards as they find necessary. All participants started with twenty cards, however several participants requested additional cards during the process.

Clarification of Meaning

Once the silent brainstorming phase is completed, participants are asked to take their cards and place them on a designated surface such as a wall or blackboard. The researcher will then ask the group to clarify each card so that the risk of

misunderstandings about words or phrases used is limited. During this portion of the session, participants may choose to add further thoughts to the index cards, which is encouraged by the researcher.

Affinity Grouping

Once clarification of meaning has concluded, participants are asked to review all of the cards listed and then physically move the cards and organize them according to a common theme or category. Participants are encouraged not to attempt to defend their choices verbally, but to simply move the card as many times as needed to come to a consensus on the clusters.

Affinity Naming and Revision

Participants are then asked to identify each group or cluster of cards (known hereafter as an *affinity*) by assigning it a label that summarizes the meaning of the cluster of cards. This process includes identifying any sub-affinities that may exist and to revise the groupings into a hierarchical system of sub-affinities. It is extremely important that the group agree that the affinities they have created are accurate and reflect the meaning of each cluster of cards, as this will provide the basis for the remaining processes.

IDENTIFYING RELATIONSHIPS AMONG FACTORS

Constructing the Group IRD

“Creating an Interrelationship Diagram (IRD) is the first step in a general process called *rationalizing the system*” (Northcutt and McCoy 2002). “The purpose of IQA is to

draw a picture of the system (Systems Influence Diagram or SID) that represents the perceptual terrain or the mindmap of a group with respect to a phenomenon represented by the issue statement” (Northcutt and McCoy 2002). The SID is created from the Interrelationship Diagram (IRD) through the use of *theoretical coding*. In theoretical coding, the participant identifies the perceived cause and effect among all of the affinities identified earlier. These relationships are tabulated in an Affinity Relationship Table (ART), where the relationships between all possible pairs of affinities are determined as well as examples of If/Then statements that justify the relationships. The IRD is then constructed based on the cause and effect relationships identified in the ART. “IQA provides focus group participants with a formal protocol to determine whether or not there is a direct influence between every possible pair of affinities in the system. If so, the focus group then determines the directionality of influence” (Northcutt and McCoy 2002). When constructing an IRD, there are only 3 possibilities:

- Affinity A affects Affinity B ($A \rightarrow B$)
- Affinity B affects Affinity A ($B \rightarrow A$), or
- There is no relationship between the affinities ($\langle \rangle$)

Sometimes a participant cannot determine which direction the influence flows but feels that there is a relationship nonetheless. In this case, that pair should be noted to the side as it may be part of a feedback loop in the mindmap. Once the participant has identified the relationships within all of the affinity pairs, the results are summarized in a tabular IRD. The tabular IRD is a matrix that enables the researcher to display the relationships as well as determine the relative strength of each affinity in relation to the

others. Each affinity identified earlier is numbered and those corresponding numbers are placed across the top of the matrix and vertically down the left side of the matrix. The matrix itself works much like a mirror in that each relationship pair is recorded twice, once on the top side of the matrix and once on the bottom. Arrows face either up or to the left.

Once all of the arrows are recorded in the tabular IRD, the arrows are summarized *across* the matrix. Arrows pointing to the left are considered *ins* and arrows pointing up are considered *outs*. The relative strength of each affinity is determined by the delta or difference in the number of *outs* to *ins*. If the delta of an affinity is a positive number, this indicates that that affinity is a *driver* or cause of the relationship, those with negative numbers are considered *outcomes*. Drivers and outcomes are further identified as either *primary* or *secondary*. An affinity with no *ins* will always be considered a primary driver; in contrast an affinity with no *outs* will always be considered a primary outcome. Secondary drivers and outcomes are those affinities that have both *outs* and *ins* but where there are more *outs*. Secondary outcomes are those affinities that have both *outs* and *ins* but where there are more *ins*. An example of a tabular IRD is shown below:

Table 3.1: Tabular IRD

Composite Interview Tabular IRD														
	1	2	3	4	5	6	7	8	9	10	11	OUT	IN	D
1		←	←	←	←		←	←	←			0	7	-7
2	↑		←	←	←	←	←	←	←	←	←	1	9	-8
3	↑	↑		↑	←	↑	←	←	←	↑	←	5	5	0
4	↑	↑	←		←	↑	←	←	←	↑		4	5	-1
5	↑	↑	↑	↑		↑	←	←	↑	↑		7	2	5
6		↑	←	←	←		←	←	←	←	←	1	8	-7
7	↑	↑	↑	↑	↑	↑		↑	↑	↑	↑	10	0	10
8	↑	↑	↑	↑	↑	↑	←		↑			7	1	6
9	↑	↑	↑	↑	←	↑	←	←		←		5	4	1
10		↑	←	←	←	↑	←		↑		←	3	5	-2
11		↑	↑			↑	←			↑		4	1	3

Focus Groups and the Composite SID

In order to build the composite System Influence Diagram for the focus group, the researcher will need to determine the relationship between the affinities as identified by the focus group. There are a number of methods utilized to gather this information. Group composition of the Affinity Relationship Table (ART) can be achieved during the actual focus group, but this can be cumbersome as there must be a consensus of group members on the directionality of influence. Subgroup composition can also be utilized, where small groups within the larger focus group complete an ART, consulting within only their group.

A much more rigorous and powerful technique for documenting the consensus of the group is through the construction of a Pareto Composite. The Pareto Principle, named

after the 19th century economist Wilfredo Pareto, states that 20% of the variables in a system will account for 80% of the total variation in outcomes (Northcutt and McCoy, 2002). The Pareto Composite requires that an exact count of each relationship that was individually determined by each member of the focus group be recorded (these come from the individual ART's). The total number of votes for each relationship is counted and then the relationships are organized in descending order by number of votes. Cumulative frequencies are then calculated for each of the relationships represented in the table. A cumulative percent (Relation) is also calculated which is based on the total number of relationships possible and a cumulative percent (Frequency) is calculated based on the number of votes cast. Power is determined by the difference between Frequency and Relation. What this provides the researcher is a method to determine which relationships should be excluded from the group IRD through interpretation of the composite. The researcher can determine, based on maximum variance and minimum number of relationships, where the cut-off for inclusion in the group IRD falls. For the focus groups in this study, Pareto Composites were constructed to assist in the development of the group SID.

Constructing an Interview Protocol

The affinities identified earlier in the process serve as the foundation for the interview protocol. The interviews are a critical component to IQA and indeed all qualitative studies. “The creation of an IQA interview protocol is straightforward. The interview consists of two parts: 1) the open-ended *axial interview* designed to provide rich description of affinities by the respondents; and 2) the structured *theoretical*

interview designed to identify relationships between affinities” (Northcutt and McCoy 2002).

As stated above, the affinities identified by the focus group participants helps shape the questions that will be asked in the interview. Each affinity is numbered in the protocol and a description of the affinity is given to each interview participant along with the affinity question. An Affinity Relationship Table is also provided to use during the second phase of the interview.

THE AXIAL INTERVIEW

This is the first of two phases of the interview process. The axial interview contains open-ended questions to which each individual responds. The axial interview is started by discussing the primary driver. The order in which the affinities are covered following the primary driver is a function of the interview. In other words, an interviewee may talk about a relationship between the affinity they are discussing and another affinity. This would provide the interviewer with a natural connection to the next affinity.

The researcher will begin the interview by defining the affinity and then asking the respondent to talk about their experiences with that particular affinity. It is important for the researcher to pay attention to areas of ambiguity or areas that may need further exploration. The researcher will ask the respondent probing questions to glean more information or clarification about specific items during the interview.

THE THEORETICAL INTERVIEW

The theoretical interview is the second part of the interview process. Once the participant has responded to their experience with each affinity, the researcher then asks the respondent to determine relationships between all of the possible pairs of affinities. First the participant is given their own copy of the Affinity Relationship Table (ART), and then asked to move through the ART with the researcher one pair at a time. The participant is asked to determine if there is a connection between the two affinities and if so which affinity influences the other. If a relationship is determined, the participant is asked to give specific examples of the influence that they have identified.

Conducting Interviews

The typical setting for an IQA interview is a quiet place where the interview can take place uninterrupted and where the participant feels comfortable responding to the questions. In addition, the interview is recorded with the participant's permission.

As stated earlier, the affinities determined by the focus groups are used as the foundation for conducting the interview. There are several critical purposes to be achieved with IQA interviews:

- To provide data representing the respondent's personal mind map
- To help the researcher code the impact and influences of these affinities in order to create a systems influence diagram
- To provide data representing the group's collective SID

The final product of the interview is twofold:

- To provide a rich, detailed, and exemplified description of each affinity from the participant's point of view
- To construct a mind map of the phenomenon for the participant

For purposes of this research, triangulation will be achieved by analyzing focus group data, interview data, and the personal observation journal of the researcher.

Triangulation is “an important was to strengthen the study design through a combination of methodologies in the study of the same phenomena or programs” (Patton, 1990, p. 187).

INTERVIEW ORGANIZATION

Once the Interview Protocol was determined by the focus groups, individual interviews of twenty community college presidents were conducted. It was the intent of the researcher to interview presidents that are considered “successful” by members of the community college circle at large, which meant that the interviewee could be anywhere in the United States. Because of the logistical difficulties of conducting twenty interviews across the country, the researcher chose to conduct most of the interviews via the telephone. Five interviews were conducted in person.

For each interview, the researcher faxed or emailed a copy of the Informed Consent, a copy of the Interview Protocol, and a copy of the Affinity Relationship Table several days before the scheduled interview. Each president was instructed to sign the informed consent and fax back the signature page to the researcher. They were reminded to have the Interview Protocol and the Affinity Relationship Table with them during the

interview. Each interview averaged 45 minutes to one-hour, although some were less and one was considerably longer. Each president was debriefed after the interview and a copy of their individual System Influence Diagram was promised by the researcher.

Data Analysis

INTERVIEW ANALYSIS

Axial Coding

Once the interview has been completed, the recorded tape is transcribed into a document organized according to each question and answer (word for word). This sets up the first analysis of the data by the researcher – the coding process. The researcher examines the transcript line by line looking for specific examples, descriptions, metaphors or other language that is specifically centered on each affinity. These codes (called axial codes) are determined by looking for key words or phrases and once identified are listed according to line number in the individual Axial Code Table (ACT). The researcher uses the axial code table to document quotes from the interview that identify each specific affinity. There are oftentimes numerous quotes for each affinity and the researcher will insert each additional quote on a new line in the ACT. Below is an example of an individual ACT.

Table 3.2: Axial Code Table

Interview #11 Axial Code Table		
Affinity	Transcript Line	Axial Quotation

Theoretical Coding

Once the ACT has been prepared, the researcher will then examine the theoretical portion of the interview in which the participant determined relationships between affinities. In this process the researcher will document the relationships that were determined by the participant by placing the appropriate arrows between affinity pairs. This process is strengthened by the participant's examples, which were given during the theoretical phase of the interview process. Also, the researcher will examine the axial phase of the interview to ascertain if there are any quotes that would reinforce the examples given by the participant. The affinity pairs (numbered as previously stated) and their appropriate directional arrow, the theoretical quotes, and any other supporting

quotes from the axial interview are entered into an Individual Interview Theoretical Code Affinity Relationship Table (TCT). As with the axial code table, the line number from the interview is recorded for each quote used. An example of a TCT is below:

Table 3.3: Theoretical Code Table

Interview #11 Theoretical Code Affinity Relationship Table			
Affinity Pair Relationship	Line Number	Theoretical Quotation	Researcher Notes
1 ← 2			
1 ← 3			
1 ← 4			
1 ← 5			
1 ← 6			

Summarizing and tabulating the theoretical codes

An IRD will be prepared according to the protocol explained previously for the group IRD. Tentative assignments for each affinity are given for primary and secondary drivers or outcomes. An example is shown below:

Table 3.4: Tentative SID Assignments

Tentative SID Assignments	
1	Primary Outcome
2	Secondary Outcome
3	Secondary Driver
4	Primary Driver
5	Secondary Outcome
6	Secondary Outcome
7	Secondary Driver
8	Secondary Outcome

Constructing a SID from the interview data for a single interview

The System Influence Diagram (SID) is a visual representation of an entire system of influences and outcomes, and is created by representing the information present in the IRD as a system of affinities and relationships among them (Northcutt and McCoy 2002). Contained within the SID are feedback loops or recursions which are previous affinities that influence successive affinities which in turn influence previous affinities. It is important to examine these feedback loops as they can provide important information to the researcher including any negative loops that could keep the system from generating the expected outcome. While not all systems must have feedback loops, it is still necessary to recognize their importance when they are present.

In constructing the SID, the researcher must use a system diagram software in order to build the mind map. The software chosen for this study was *Inspiration*. Once the researcher has the tentative SID assignments (shown in tabular format previously) they must begin to build the system. All of the primary drivers are placed to the far left

and the primary outcomes are placed to the far right. Secondary drivers and secondary outcomes are then placed between with drivers to the left and outcomes to the right. Arrows are drawn between the affinities to represent the relationships that were determined in the IRD.

The first SID that is constructed is a *cluttered SID*. It is so named because it contains every relationship between the affinities that was determined in the IRD. While rich in information, the cluttered SID tends to be just that – cluttered, and therefore can be difficult to interpret. Therefore, the researcher will begin to remove the redundant links within a system. Below is an example of a cluttered or complex system and an uncluttered or simplified system:

Figure 3.1: Cluttered SID

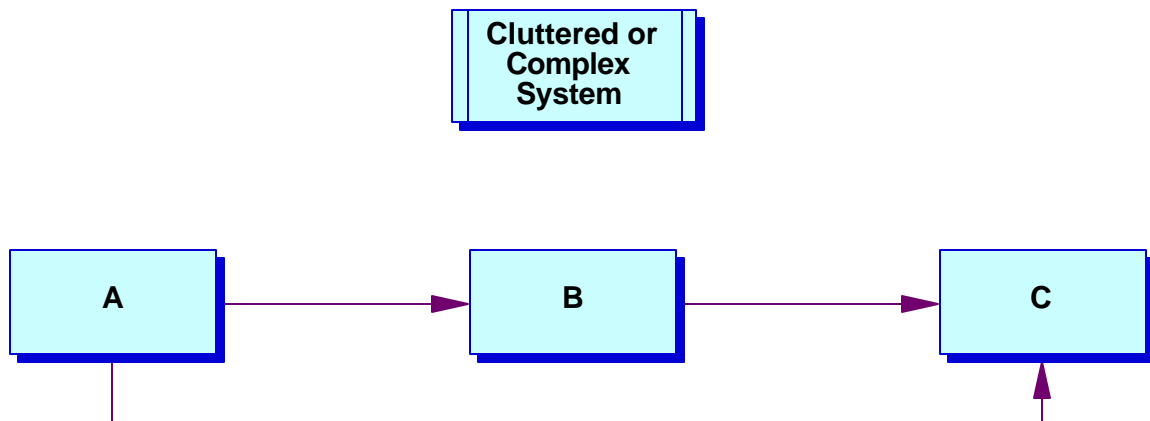
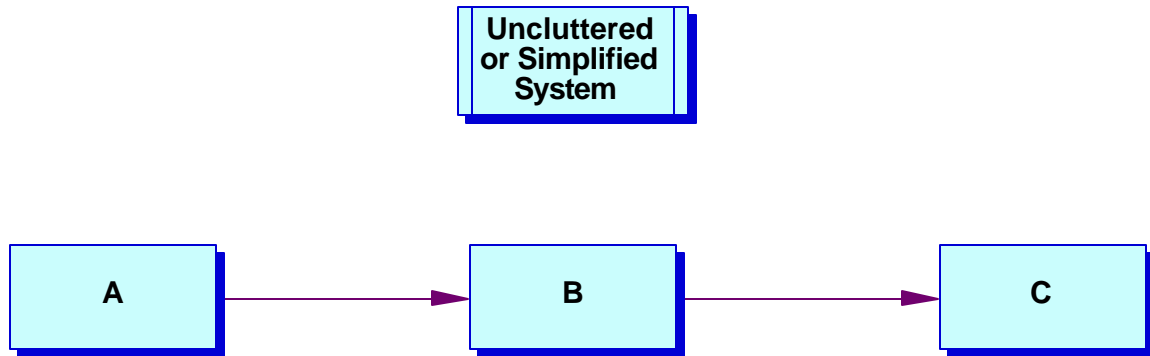


Figure 3.2: Uncluttered SID



As is represented in this example, the redundant link between A and C has been removed in the uncluttered SID. This is considered a redundant link because A certainly does influence C, however that influence can also be exerted through the affinity B and therefore there were two links that were, for all practical purposes, the same.

The Uncluttered SID, the end result of IQA, now has all redundant links removed. The Uncluttered SID is the simplest possible representation consistent with all the relationships contained in the IRD. The SID, also known as a mind map visually illustrates the phenomenon representative of the constituency's experiences and the relationship among those experiences (Northcutt and McCoy, 2002). An individual SID was constructed for each member of the focus groups and for each individual president. Composite SID's were also constructed for each of the focus groups and for the male presidents as a group as well as the female presidents as a group.

Data Management

All audio-tapes (focus group sessions and individual interviews) were transcribed verbatim with only superfluous language such as “um” removed. Copies of the tapes were kept in a locked file cabinet after transcription. Hard copies as well as a backup CD were also made of all interviews and were kept in a secure location. The hard copies were spot checked and compared to the audio-tapes by the researcher to check for the accuracy of the transcription.

Rights of Human Subjects

In accordance with the policies of the University of Texas at Austin, the researcher filed the appropriate applications to the Institutional Review Board for research involving human subjects. All participants of this study agreed to and signed the Informed Consent (Appendix B). All participants who requested it were given a copy of the Informed Consent for their records. All participants agreed to be audio-taped and understood that they had the right to decline further participation at any time. Participants understood that confidentiality was maintained at all times and that their identity would not be disclosed anywhere in the research. They also understood that any audio-tapes would be destroyed when they are no longer deemed necessary for this research.

Summary

This chapter described the methodology and design that was used to conduct research to ascertain the perceptions of community college presidents on the issue of success. IQA, a qualitative methodology which utilizes two approaches to data gathering, Focus Groups and Interviews, was used to answer the following four research questions:

1. What factors do community college leaders perceive as attributing to the success of a community college president?
2. What factors do community college leaders perceive as counterproductive to the success of a community college president?
3. How are these perceptions similar or different for males and females?
4. If differences are found, what are the implications for community college leaders?

The analysis of the data and results of this study will be presented in Chapter Four.

CHAPTER FOUR

PRESENTATION OF THE FINDINGS

Problem Statement

Over the next decade it is expected that a large number of community college presidents will be retiring. Research indicates that as many as 45 percent of current presidents are planning on moving into retirement over the next six years. The effect that this will have on institutions is not yet known, but it is evident that many leadership roles will be available as presidencies become vacant over the next several years. It is imperative that a new generation of community college leaders be educated and trained to take over this important American institution. In fact, there is great concern that graduate programs in community college leadership may not have the capacity to turn out enough graduates to cover this shortage. This indicates that hiring committees and Boards will need to search non-traditional avenues to fill these vacancies. Because of this, it is anticipated that more women and minorities will be considered and hired into presidencies at a rate much higher than in the recent past.

Whether these vacancies are filled by those who have been in the presidential role before, or whether they will be filled by individuals new to the position, the fact remains that the future success of community colleges lies in their hands. It will be imperative that these individuals have the skills, talents, and abilities to be transformational leaders and to create the vision for colleges in the future. Certainly times have changed since community colleges first appeared on the landscape of higher education and certainly the

skills and abilities to lead them have changed as well. So what makes some community college presidents successful while others find themselves entangled in turmoil or facing a no confidence vote from their faculty? Are there certain traits, skills, abilities, or behaviors that are instrumental in helping these presidents succeed? This study looked at the factors of success for community college presidents from the perception of the presidents themselves. It allowed current community college presidents the opportunity to discuss factors of success from their own experiences and to illustrate how they use those factors in their leadership roles. In addition, because more women are expected to move into presidencies over the next several years, this study also examined gender differences in those perceptions of success.

Constituencies

In examining the factors of success for community college presidents, several constituencies would have opinions of what those factors of success would be. Certainly Boards of Trustees who make the final appointment of the president would have their ideas about what makes a successful president. Hiring committees, having been through the search for a new president, would have some experience in reviewing resumes and making recommendations on what they view as success in the presidency. Faculty would have, no doubt, a different perception of what makes a president successful. Students would also have their own viewpoint. While it would be advantageous to talk with each of these constituencies and gather their opinions, neither time nor resources allow for that to occur. Therefore, who better to ask about success in the presidency than the presidents

themselves? The presidents are living and experiencing the position and they know what works and what doesn't.

In addition, other research questions would have been value-added to this study.

Questions such as:

- What factors do you, as the Board of Trustees, think are the most important to success in the presidency?
- In your opinion as a faculty member, what does a president do that makes them successful to your constituency?
- In your viewpoint, what characteristics do you as a student value in a president?

While answers to any one of these questions would be interesting and no doubt an addition to this study, these constituents were not included in the research.

Research Questions

Because this study will look at the perceptions of presidential success from the viewpoint of presidents, the first research question is evident: "*What are the perceptions of community college presidents on factors of success in their role*"? Because this study also will look at possible factors that are counterproductive to success and also if there are differences in perceptions of success between male and female presidents, the following research questions will be addressed:

1. What characteristics, behaviors, and attributes do community college presidents perceive as attributing to their success as a president?
2. What characteristics, behaviors, and attributes do community college presidents perceive as counterproductive to their success as a president?

3. How are the two groups' perceptions similar or different from one another?
4. If differences are found, what are the implications for community college leaders?

The primary outcome of this research is not to produce a laundry list of successful or unsuccessful characteristics. The goal is to contribute to the current research on traits of successful presidents and more specifically how they relate to one another and to identify any differences between the genders in the perception of that success. It is hoped that upon completion, the factors identified in this study can be used to strengthen current competency models for the presidential role.

The Participants

Seventeen community college leaders from institutions in the Denver Colorado metro area participated in focus groups for the study. Two focus groups were conducted, one male focus group (eight members), and one female focus group (nine members). The focus group participants came from a variety of leadership roles within their institutions. The various roles that were represented included four divisional directors, a faculty senate president, three associate deans, four deans, four vice presidents, and one president. The participants' positions were in Student and Academic Affairs, Human Resources, Business Services, and Institutional Advancement. Years of service in the current roles included less than a year to more than fifteen years.

In addition, twenty community college presidents from institutions in fourteen different states were interviewed for this study. The presidents were all considered to be “successful” by their peers and were chosen for this study based upon recommendations. Ten female presidents were interviewed and ten male presidents were interviewed. Eight of the presidents are in at least their second presidency. Twelve are in their first presidency and their tenures in that role span from 4 months to twenty-five years. Prior to their first presidency, the participants held various leadership positions in Academic Affairs, Student Affairs, Business Affairs, or a combination thereof. Seven of the presidents indicated that they were considering retirement within the next few years.

Identifying Affinities

The focus groups met to assist the researcher in identifying those characteristics, traits, attributes, and behaviors that are consistent with successful community college presidents. The groups were started off with a warm-up exercise and then taken through a guided imagery that allowed them to reflect on what they believed makes a successful community college president. Below is the warm-up exercise that was read to each of the focus groups. The exercise below was used for the female focus group and the word “male” was inserted in replacement of “female” for the exercise for the men’s focus group:

I would like for you to think for a few moments about being successful – about accomplishing and achieving results in your job.

You have known about individuals who are successful in their jobs or in leadership positions. Perhaps at times you have experienced this yourself.

You have seen and met successful people. You have seen and met successful community college presidents. If you are a president, perhaps you have experienced what it feels like to know that you are or have been successful in your position.

Now, let's think for a few moments about being unsuccessful – about failing or not accomplishing results in your job.

You have known about individuals who have been unsuccessful in their jobs or in leadership positions. Perhaps at times you have experienced this yourself.

You have seen and met unsuccessful people. You may have seen and met unsuccessful community college presidents. If you are a president, perhaps you have experienced what it feels like to know that you are or have been unsuccessful in your position.

*In a few minutes, I am going to ask you to tell me what you have noticed about successful or unsuccessful **female** community college presidents.*

Once the warm-up exercise was completed, the researcher took each focus group through the guided imagery process. A copy of the respective male and female Guided Imagery can be found in Appendix A. Once the guided imagery had been read to the focus group, the process of identifying the characteristics (herein after referred to as “affinities”) was begun. This process was explained in detail in chapter three.

DETERMINING AFFINITIES

The purpose of the focus group exercise is to generate categories of meaning or affinities that will later make up the interview protocol for the individual interviews of presidents. These individual interviews are designed to allow participants to freely discuss the affinities in terms of their own perceptions and experiences. An in-depth write-up of each affinity is then prepared based upon the participants' own words.

The second purpose of the focus group session is to develop a mind map or *Systems Influence Diagram* (SID). The SID assists the researcher in reconciling any conflicts that may occur as a result of differing opinions of the members of the focus group as to the relationships they see between the affinities. Below are the SIDS that were constructed based upon individual interviews of the focus group participants:

Figure 4.1: Male Focus Group SID

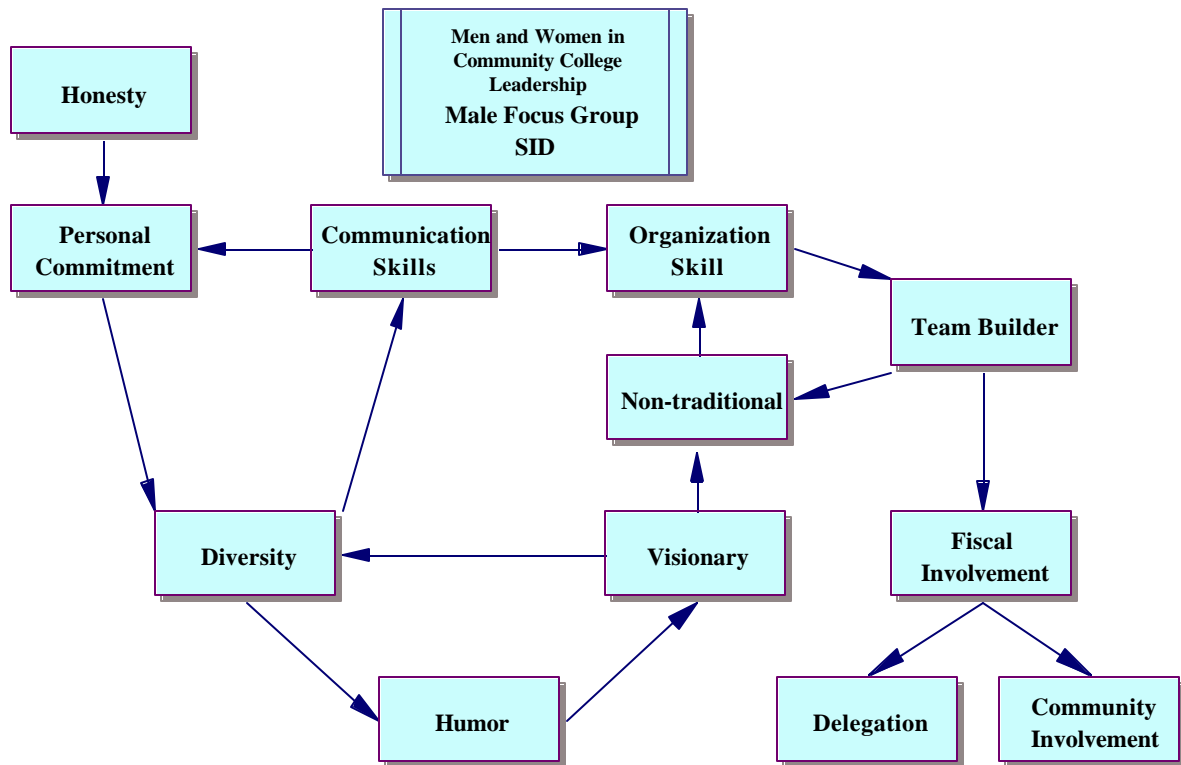
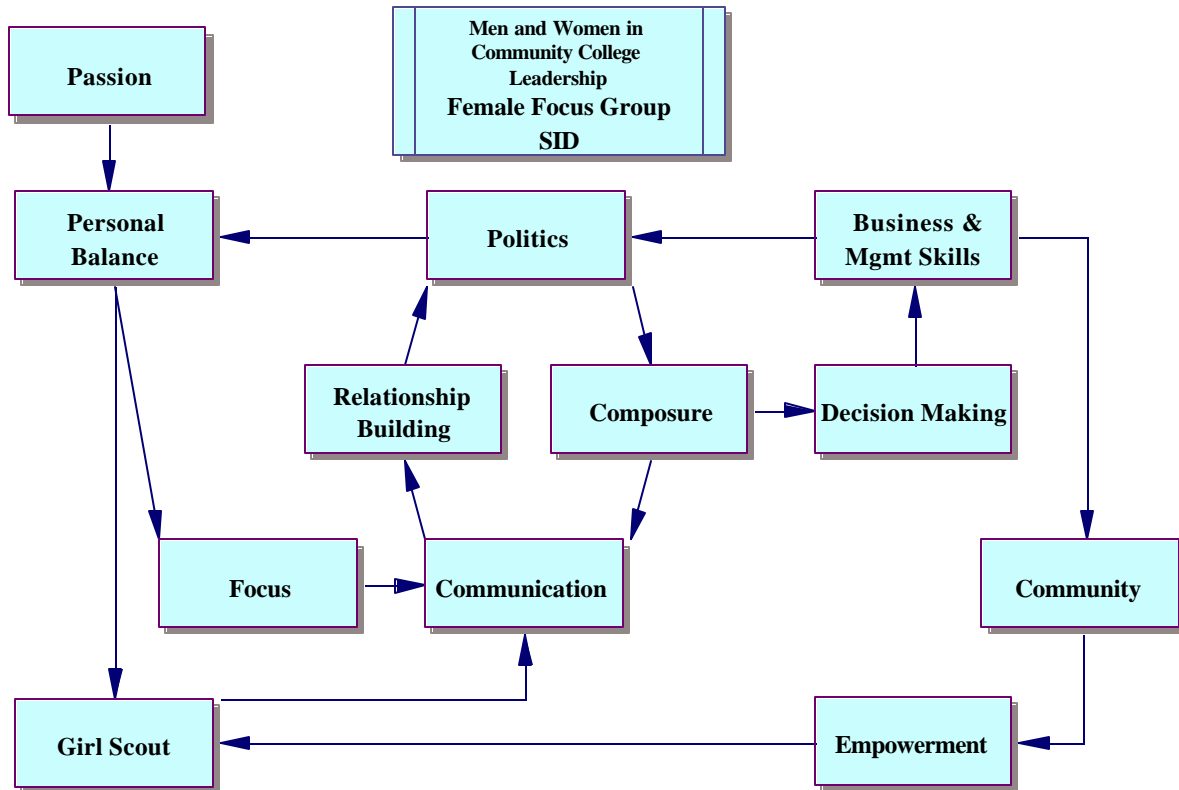


Figure 4.2: Female Focus Group SID



Because two separate focus groups were conducted, it is no surprise that each group came up with their own unique set of affinities. Part of the purpose of this research was to determine if there is a difference between perceptions of men and women in relation to factors of success in the community college presidency. Upon review of the above mind maps however, it is clear that several of the affinities are similar and can be reconciled between the two groups. The decision then becomes, does the researcher

combine the affinities into one overall interview protocol or keep the individual systems intact and work from two separate interview protocols?

By combining the affinities into one interview protocol, certainly the interpretation of differences between males and females would have been facilitated. But to combine the two lists of affinities would have neglected certain affinities that could not be easily transferred between the two groups. This is an important factor because even though certain affinities may appear to have the same meaning, they may in fact not be that easily transferable. For instance, the affinity *Girl Scout* was identified by the women's focus group. Could this affinity hold the same context of meaning as *Boy Scout* would to the men? Maybe, but as one of the participants noticed, the motto of *Girl Scouts* is much different than the motto of *Boy Scouts*. So the problem in combining the affinities would be that these differences in context of meanings might be misleading. By retaining the two groups' systems intact, the integrity of the systems are not compromised and it will allow the researcher to engage in reconnaissance and to investigate each system independently in order to raise more refined and focused questions.

DEFINING THE AFFINITIES

Because the researcher determined that two separate interview protocols should be constructed, the affinities for each focus group were separately tabulated. However, the researcher would be remiss to not investigate affinities that were similar between the two focus groups. Below is a list of the affinities that were determined by each focus group:

Table 4.1: Identified Affinities

Men's Affinities	Women's Affinities
Communication Skills	Business and Management Skills
Community Involvement	Communication
Delegation	Community
Diversity	Composure
Fiscal Involvement	Decision Making
Honesty	Empowerment
Humor	Focus <ul style="list-style-type: none"> • Vision • Purpose
Non-traditional	Girl Scout
Organizational Skills	Passion
Personal Commitment	Personal Balance
Team Builder	Politics
Visionary	Relationship Building

The researcher noted that several of the affinities were closely related to one another although the names given to them were different. In order to assist the researcher in determining if gender similarities or differences exist and to facilitate a more in-depth investigation, a comparative list of affinities was constructed. This list was not used as the interview protocol for either of the groups. It was instead utilized as additional material in the interpretation of the results. Below is the comparative table:

Table 4.2: Comparative Affinities

Men's Affinities	Women's Affinities
Affinities With Similarities	
Communication Skills	Communication
Community Involvement	Community
Fiscal Involvement and Organizational Skills	Business and Management Skills
Visionary	Focus <ul style="list-style-type: none"> • Vision • Purpose
Team Builder	Relationship Building
Personal Commitment	Passion
Affinities Without Similarities	
Delegation	Composure
Diversity	Decision Making
Honesty	Empowerment
Humor	Girl Scout
Non-traditional	Personal Balance
	Politics

The similarities between the affinities were determined by a re-examination of the cards that were produced by the focus group participants. The researcher examined the cards to ascertain if any of the cards within the similar affinities were the same or close to the same. On six women's and seven men's affinities, cards with identical words or phrases were used in both focus groups. Therefore, those affinities are common to both the males and the females in this research. The affinity *Communication Skills* was identified by the male focus group while *Communication* was identified by the female focus group, both groups identifying similar attributes. The affinity *Community Involvement* was identified by the male focus group while the affinity *Community* was

identified by the female focus group. Both of the affinities *Fiscal Involvement* and *Organizational Skills* of the men's focus group are consistent with the affinity *Business and Management Skills* that was identified by the women's focus group. Cards that are common to both included "strategic planning" and "fiscal understanding". The affinity *Visionary* from the men's focus group is very similar to the women's affinity *Focus*, which includes the sub-affinities of *vision* and *purpose* (although the women's affinity was more in-depth). The affinity *Team Builder* from the men is comparable to the affinity *Relationship Building* from the women. Both included references to recognition of individuals and good people skills. The affinity *Personal Commitment* from the men's focus group had several cards that listed *Passion* as a characteristic, which matches the affinity of the same name from the women.

The Interview Protocol

The following are the protocols that were used for the individual interviews. Definitions of each of the affinities were given, with care taken to make them as brief as possible so as not to interfere with the responses of the participants. The definitions were determined after individual interviews had been conducted with each of the focus group participants where the researcher asked them to define each affinity in their own words. The interview transcripts were examined for words or phrases that were consistently used to define each particular affinity, and those were then used to determine a common definition of each of the affinities.

The interview protocol consisted of two sections: (1) the open-ended *axial interview* in which the respondents were asked to talk about each affinity in their own

words and in terms of their own experiences, and (2) the structured *theoretical interview* which is used to identify any relationships between the affinities. The interview protocol lists affinities alphabetically, but since both groups had identified *Communication* as an affinity, each interview was started out with this affinity. The researcher then allowed the interview to flow from one affinity to the next by picking up cues from the conversation that would naturally lead to one of the other affinities. Shown below are the respective axial interview protocols for the male and female respondents.

Table 4.3: Male Interview Protocol

Characteristics of Successful Community College Presidents Interview Protocol

The focus group has identified several common themes or affinities that describe successful community college presidents. Let's look at each of these themes one at a time while you tell me about your experience with each.

1. Communication Skills

The focus group described this affinity as having good communication skills, both verbal and nonverbal. Can you tell me about communication skills.

2. Community Involvement

The focus group described this affinity as involvement both on a local as well as a national level. Tell me about your experiences with community involvement.

3. Delegation

This affinity reflects the ability to delegate. Tell me about your experiences with delegation.

4. Diversity

The focus group defined this affinity as the understanding of diverse needs as well as a diverse institutional culture. Can you tell me about diversity.

5. Fiscal Involvement

This focus group defined this affinity as being fiscally aware and responsible. Tell me about your fiscal involvement.

6. Honesty

This affinity relates to honesty in leadership. Tell me about honesty.

7. Humor

This affinity relates to having a good sense of humor. Can you tell me about your experiences with humor.

8. Non-traditional

The focus group defined this affinity as doing things out of the ordinary and not limited by boundaries. Can you tell me about being non-traditional.

9. Organizational Skills

The focus group defined this affinity as management skills such as planning, organizing and collaborating. Tell me about your experiences with organizational skills.

10. Personal Commitment

This affinity reflects the inner qualities of a leader such as energy, confidence, and passion. Can you tell me about your personal commitment.

11. Team Builder

The focus group defined this affinity as the ability to build teams. Tell me about your experiences with team building.

12. Visionary

This affinity is defined as having a vision for the future. Tell me about being a visionary.

Table 4.4: Female Interview Protocol

Characteristics of Successful Community College Presidents Interview Protocol

The focus group has identified several common themes or affinities that describe successful community college presidents. Let's look at each of these themes one at a time while you tell me about your experience with each.

1. Business and Management Skills

This affinity describes the skills necessary to run the daily operations of a college. Tell me about your business and management skills.

2. Communication

The focus group defined this affinity as interpersonal skills, both verbal and nonverbal and the ability to convey oneself in an effective manner. Tell me about communication.

3. Community

The focus group defined this affinity as building constituencies both inside and outside the college as well as a sense of belonging. Tell me about your experiences with community.

4. Composure

The focus group defined this affinity as grace and calm under fire. Tell me about composure.

5. Decision Making

The focus group defined this as the ability to make decisions, as well as knowing when and when not to make a decision. Tell me about your experiences with decision making.

6. Empowerment

The focus group defined this affinity as seeking and fostering the best in others. Tell me about empowerment.

7. Focus

This affinity is defined as zeroing in on what you need to do, keeping to the job at hand. The components of focus are:

- Purpose
- Vision

Tell me about your experiences with focus, purpose, and vision.

8. Girl Scout

This affinity was described as someone who exhibits the characteristics of a good girl scout. For example, being nice, being prepared, and being respectful. Tell me about your experiences with girl scout.

9. Passion

This affinity was described as that spark that ignites inside of you. Tell me about passion.

10. Personal Balance

The focus group defined this affinity as the importance of mind, body, and spirit and the ability to maintain equilibrium. Tell me about your experiences with personal balance.

11. Politics

The focus group defined this affinity as knowing how to play the game of higher education. Tell me about your experiences with politics.

12. Relationship Building

This affinity was described as the intent to work well with others and having good collaboration skills. Tell me about relationship building.

Axial Code Tables

All interviews were transcribed verbatim and were examined by the researcher to identify *axial codes*, which are *specific examples of discourse that illustrate or allude to an affinity*. The researcher transferred the *axial codes* into an *Individual Interview Axial Code Table (ACT)*. The ACT allows the researcher to organize quotes relating to specific affinities for later retrieval. All selected quotes were transferred to the ACT with the researcher making note of the specific line number of the transcript that contains the quote. Once all of the interviews have been analyzed for affinity quotes and the quotes have been transferred into the ACT, a *Combined Interview Axial Code Table* is constructed. This table is a composite of the ACT's from all of the interviews. This table combines into one document all of the quotes for each affinity. The researcher documented each quote by noting the transcript number as well as the line number from the transcript where the quote is located. This produced a document that contained all of the axial codes for each affinity with a link to the transcript and line where they could be located.

COMPOSITE AFFINITY DESCRIPTIONS

The researcher then examined all of the quotes for each specific affinity and organized them into sub-groups based on common themes within the affinities. Different quotes were then woven together in order to construct a composite quote. The following section contains composite descriptions of each affinity, obtained from all of the participant interviews.

Male President Composite

Communication Skills

Communication skills are comprised of both verbal and nonverbal components. One of the tools that is frequently used is email.

You can't over-communicate. One of the *most critical skills* that a president can have is excellent communication skills. "No matter how good you think you are at this, you're only half way there. No matter what, people will say we need more communication. People cannot, in fact, get enough of it. The way I view this is organizations are subject to rumors and those sorts of things. The only way I know to combat that is to make sure good information is in the system and the system doesn't run on questionable information. I'm convinced that personally and in my career I've seen and had to deal with many situations and I'm a believer that 99.9% of all problems that occur are because of lack of or no communication. With my group I like to make sure I get things on the agenda and then I periodically do random checks to make sure that the communication has gone all the way down and consequently I also check in the reverse order to make sure if there are issues out there, like with the faculty or the staff, they're communicated up to me. I guess I have one word about communication. Communicate, communicate, communicate. You can't over-communicate. This is probably one of the most key skills for success that you'll ever have. Simply, because if you're going to empower people, the best way to empower people is through communication. Obviously I think as a college president you've got to have excellent skills to be able to convey meaning to be able to convey a concept that's understood by all. You need to be able to

specify directions such that people understand it. I think in order to be successful you have to be able to communicate. Verbally first with small groups of people and individuals, and then also large groups because you have to make presentations to your whole staff for example or community groups or things of that nature. So you have to be comfortable doing that sort of thing. And I think it's important - you see a lot of politicians reading scripts. Well that's pretty phony and so you have to be better than that. Verbal communications are critically important in most of what I do. Certainly I do some writing in written communications but I think if you look at the success of the presidency or of the fulfillment of the functions, probably the ability to communicate effectively verbally is the most important of the communication skills. I think that maybe we have gotten information overload and I think that leads us to one of the most important issues we're confronted with as leaders today and that is how do we take that information, how do we glean that data and how do we communicate that to our people on our campus so that we're keeping them well informed with the appropriate information they need. So a lot of what my job entails is basically interacting with other people and so particularly verbal skills I think are important. That's a big chunk of what these kinds of jobs entail is having to make presentations or give speeches or whatever. And so the ability to be clear and reasonably articulate I think is critical."

One of the things you learn as you become president is the unfortunate reality that people hang on every word, so you have to be very clear as to what it is you're trying to communicate. It is important to be *clear and concise* in your communication. "We need to be very clear and very precise as to what the message is. We need to make sure that the message is received. And then I think to make sure that

that information and communication is being received there must be a good response back from the people. And then if you get the appropriate response you want, then you can make sure that each message has been understood. You've got to convey that message. It's got to be received. It's got to have a response and that response determines whether you know whether it has been understood or not. I really think that an organization that can't communicate can't change. And the written form is very, very critical especially when you're sending messages to the public or when you're sending a message to the college as a whole specifically as it may relate to major decisions that you've had to make. How you communicate that is very critical. So I always draft a lot of it and then I have some very good critical thinkers here and writers whom I'll pass it by them before I send something out like that. Just to be sure so we don't get into misinterpretations of what I wanted to convey or what meaning I wanted to relate to whatever group it was. I've come to realize that nonverbal communication is just as important as verbal communication. People can perceive through your actions that you're communicating one way when you actually are not. That's something that you have to be very, very cautious of and very aware of whenever you are talking. Because people are not able to see the nonverbal so from my prospective as president I have to be very intentional and thoughtful when I send out anything in writing because depending on where a person is at, at that time and what's going on in their life they could read it different than I had intended. I think it's important to do a lot both in writing and verbally, with metaphors and you tend to use metaphors from the way you see the world. So for example, the whole battle metaphors that tend to be used all the time. Win/lose, win/win, scoring points. You know all that kind of stuff. It is authentic to who I am to

use metaphors that has more to do with gardening and life giving, life enhancing sort of things that have more to do with I guess the organic nature of the world rather than overcoming nature, if you will. And so both written and verbally I am generally conscious when the mainstream metaphors slip into my language because I believe in the power of language. So in my conversations or addresses to the entire college I am conscious about my value statement, and that I'm needing to role model that at all times. That sort of thing. Because I believe that people match up what you say with what you do. People who are kind of casual with language sometimes are not viewed as bright in the Academy. So I'm aware of that and I play to the audience. I would say the same thing about making speeches out in public, which I do. I can't be as casual a CEO as I might be if I were someone a little freer. So I pay attention to my grammar. I pay attention to my sentence structure, certainly spelling. My style is to be very direct. I try and work with individuals or with groups to be real clear about what it is that I hope to achieve or accomplish from the interaction at hand. And I try to always involve others and give them the opportunity to also clarify what it is that brings them to the table. So I think it's real important to be very clear. I tend to be probably a little more concise, some might occasionally say blunt. I think I am a polite person but I prefer to be very direct in communication. If I have a certain bias about something I am very likely to state what my position is and why, rather than let people wonder about it. One of the things you learn as you become president is the unfortunate reality that people hang on every word and you have to be very clear as to what it is you're trying to communicate. People hear different things based on contacts. So communication skills are very important."

You know e-mail is a convenient tool and an efficient tool. Email has *changed the way* we communicate. “I do think written skills are maybe more important now than they used to be simply because of the Internet and e-mail and so on and it is a way to communicate with virtually everybody at the college in fairly short order. And so I can communicate in writing to all of our adjuncts and part timers and full timers about important things or open a conversation in very short order. I love e-mail. I love electronic communications for the most part. For sensitive areas I don’t find e-mail real helpful. I find e-mail great for routine communication or follow-up kinds of discussion. I love e-mail for being able to send attachments and drafts. So I think e-mail can really facilitate collaboration and getting feedback. I think for sensitive issues or things that have political dimensions it’s much better used in a follow up mode rather than actually trying to outline positions or having people really have an interactive discussion even though I know you can do it in chat formats and other things where its live and it’s interactive. I think e-mail doesn’t serve communication well in sensitive topics. I think people need to be together. I think you need to see the nonverbal kinds of cues or be able to sense from people’s reactions sort of what they’re - where there may be problem areas or not full disclosure or whatever, you pick up a lot of things from the nonverbal cues. I think it doesn’t help for sensitive subjects but for others I think it’s great. And any more, it’s kind of interesting and I think a new way of writing is e-mail. There’s so much more communication in recent years through e-mail rather than through snail mail or formal letters. And it takes a different kind of writing style to do that. Technology is great but a lot of times, I’ve learned and I’ve discussed this with other college presidents, that employees have a tendency to you know, well the president may want to know this and

they'll hit that copy button. And so with respect to that you get a lot of stuff that you know, really could be handled by their supervisor or somebody at a lower level. But as a new president here it kind of started out to where it was just an ungodly amount. We put some stuff in place now to help correct that. I'm a firm believer that if there is an issue out there and that it's not being addressed, then by all means they need to e-mail me. You know e-mail is a convenient tool and an efficient tool and certainly part of the mix but if I were to put that in - I mean that isn't the part of the communication process that enables me to effectively function as a president. It's just one of the tools."

Community Involvement

Community involvement can be on a local, state, or national level. It is making a commitment to serve the needs of the community at large.

I don't know how you can be in a community college if you are not committed to community involvement. To be successful a president must be *actively involved* in their local community. "I think that the term community college says community and I don't know what better way to describe the role of a leader of a community college than actually being involved in the community. I've always been taught throughout all of my training that a successful community college president responds to the needs of his community. If we are going to be successful you've got to be an integral part of your community. I mean people have got to look to you as an initiator, a community changer or a community empowerer or a person who's going to make the community move or make a positive difference in the community. Again, it's

essential for success. I've been very involved at all levels. Very involved at a community level at whatever college I've been in and I've been in several community colleges in my career. So it's essential that they see you as a part of their community and not just being a member of a chamber board. That's very critical. I think you as president of the college, you turn out to be the image of the college in that community. So I think it's vital that if you want your college to be well respected, to be well understood, then you need to be heavily involved in the community. I'd say that probably in a given week maybe 20% of my time is involved in - 20-25% in a given week is involved in sort of off campus interactions. I think it's both important for my success but I think more so for the institution. It's keeping the institution active in the community and keeping our name out there, which is important in terms of being able to promote the kinds of programs and services that we offer. And I think in the long run it helps overall enrollment for the institution. I have always had a lot of interaction in the community particularly with School Superintendents and Principals and Mayors, Council and Chamber folks. I think it's, again, that's one of the fun things about being a leader in a community college, forming relationships outside the institution that help advance the purpose or mission of the institution. So I really enjoy that very much. The mission at our college is 'teaching, learning, community building'. And we think that pretty well sums up the whole purpose for our being there. And we think that you can't do one without the other. And so community building is essential in the ability to help people to learn and it is a strategy for teaching and it is an end product. And it's a means to help people work together internally and if we are doing that we are modeling to our students and to each other how to live in the larger community. And if we're doing that everyday,

internally, then we have the skills to be better community building builders externally, so it is a huge in terms of what we believe in. I don't know how you can be in a community college if you are not committed to community involvement. I think there are several features to this. The president, himself or herself must be out and available in the community. The way to be successful is for other civic and business and social leaders to feel comfortable that you understand the community in which you all live. So being part of that is important. And then secondly, community college presidents must make a commitment to the community. These colleges were designed to be institutions responsive to the needs of a local community. As so community involvement, obviously Community is our middle name and this is a major part of the role of the president of a community college is to be the connector between the community and the college, the internal and external environment and to really be involved in community leadership. You know, these colleges were intended to be resources that communities could draw upon to address their most significant challenges and needs. And it takes a lot of community involvement to be able to fulfill that part of the responsibility. I think certainly you have to be very active and involved on a local basis. Communities expect that and it's also the way of really connecting college to the community."

Right now of course I'm a member of Rotary, which everybody that's somebody belongs to that organization. *Membership* in local civic organizations, *participation* on local boards, and *volunteer work* is a large part of community involvement. "So you need to take your turn as a member of United Way. I was the Chairman of the Economic Development Council and the Heart Walk organizer for a given year. You also must make sure that it's a value that you recognize within your

institution. That is community colleges should be, the staff of community colleges and the faculty should be the people who are providing community leadership. They should be the soccer coaches and the Girl Scout Leaders and the team moms and all of those kinds of things. I am engaged both formally and informally with a number of community organizations whether it's governmental here locally or other kinds of agencies, whether it's educational or otherwise. And then lots of community based organizations. So I pretty actively participate in and sit on a number of boards of organizations here and also am a member of the local Chamber of Commerce and participate in that. Right now of course I'm a member of Rotary, which everybody that's somebody belongs to that organization. I'm also a member of the Workforce Development Board here. I'm on a couple of committees here locally through the Rotary and both of those are dealing with youth type programs for students. And not just Rotary clubs and chambers but other interest groups and also groups that relate to community groups in my own community where I might be living. Whether it's local, or home association boards or other groups like that. So I think that the involvement in the community is very important because you are representing the college and you have to be understood and the best way for you to do that is to be involved on Boards, in committees and serving the community."

National involvement is a mixed bag. Being involved nationally allows presidents to *stay current on issues and to benchmark best practices* for their college. However, local involvement should always remain the emphasis. "I think national involvement is important. I don't think it's, frankly, as important as I think a lot of presidents would rank it. I think the national involvement is good in terms of staying current in the field. I think it's always helpful to build relationships that may lead to

networking or leveraging of partnerships and things. From that standpoint I think it's great. My impression career-wise has always been that a lot of presidents are highly involved at those levels really more for their own personal career advancement. And I understand that and I think there's validity to that, but involvement in national organizations or national issues may not be as important to a community college as the local scene. As far as national involvement, well that's okay but the huge amount of involvement has to be on a local or regional basis, maybe somewhat on a state basis. Actually I don't know that the national community involvement is as important an issue. National involvement is a mixed bag. I think that you should have a commitment to your profession, which is valuable. You need to be absolutely certain nobody misinterprets that you would rather do things on the national level than the local level. I have seen presidents who were very well nationally regarded do very poorly in their own community because quite frankly it's easier. There are no faculty problems, disgruntled students and there are only people like yourself who are committed to getting things done. So it's very easy to gravitate that way. What you should be doing is using that as a chance to gather ideas, to try out ideas on other good professionals that you can then bring back home and nurture when you get back to your campus. I'm on the Board for the League for Innovation of community colleges, and also on the Research Commission for American Association of community colleges, and I'm on the Leadership Development Commission for ACE, and those are out of Washington. For me, it helps me to keep in touch with what's going on other places. We have a very goofy state in a lot of different ways. And our system is so unique that it doesn't parallel exactly what goes on in other states. And so I find that by staying active nationally I can interact with

colleagues at other institutions and that I can learn a lot about what's going on elsewhere, the best practices and those sorts of things. And again, that just helps me to keep in touch with the pulse of what's going on in the country and I'm one of these passionate people who have this missionary zeal for the work that we do. And it allows us to collaborate. It helps us to join, go in together for grant funds and all that kind of stuff, for the greater good of the movement as well as our own college here. I think national level is important. We want our community college to become well respected nationally and, we'd like for it to become more of a flagship institution and not just a mediocre college. So I became very involved at the national level and became a member of the AACC Board. I served on the Executive Committee of the AACC Board. We certainly make sure that our people have the opportunity to present nationally. And I think that by being involved at a national level you have an opportunity to network. You have an opportunity to examine ideas from other parts of the country and hopefully you can bring one or two of those ideas back to your college that will make you a better institution. I spend a lot of state time because in fulfillment of our responsibilities locally you have to try to align the resources of the state system to facilitate what you're doing and then I spend most of the time locally in that responsibility. But I think that whole involvement in leadership in a community is increasingly important in the community college presidency."

Delegation

Delegation consists of being able to give others responsibility and then trusting that they will deliver. Delegation also carries with it an expectation of accountability.

Because you have to delegate, and I'm not saying everything, but if you don't you will smother as a president. A president *cannot do it all*. "I think delegation is really a necessity for a president. You can't do all the things that you really need to do for the institution if you're also trying to control all of the operational things on a daily basis. And frankly, a president shouldn't have to be that highly involved in the daily operations if he or she has a good staff. It's not possible for one individual to do everything in terms of managing an institution. So you have to carefully think through the process of delegation. You know most organizational charts of colleges really facilitate that, if you will, for the institution. So you just have to make sure that you do that. I think the higher the level the more you need to delegate and surround yourself by quality team people because you can't do it all. So I delegate a lot. I am very clear on what we have to agree on upfront. You know one of the things you try to do is surround yourself with the very, very best people, most talented people, most effective people that you can. You try to develop a vision collectively with their involvement. Give them - you know work with them to come to an agreement on what it is we intend to do and then you need to let them do it, and rely on them to do it. You know, my approach to this is that there just is not enough time, I don't have enough time or energy to manage the institution or to lead the institution in all of its aspects. And so given the demands on time it's virtually impossible to, I think, be effective in this role without being able to delegate

to other administrators or faculty leaders and so forth and to trust that they'll do a good job and generally that does occur. So it's a matter of time management in the sense that without your ability to delegate I don't think you can effectively deal with the kinds of things you need to deal with directly and still take care of the day-to-day stuff. One of the things I've learned very quickly is that you can't do everything. The organization is too broad and too big. I mean you simply can't do it all and if you try it's going to be a disaster. Particularly in a large institution but I think in any institution. It's about leadership. It's always working with and through other people. What I have learned about delegation is that you delegate to people who are capable of doing it and of accepting that delegation. And you know my philosophy is I don't just delegate everything if there's something that I need, that the president needs to do, then I will certainly do it. If it's issues with students, I delegate it to that Vice president, if it's instruction, to that VP and it seems to be working quite well. Because you have to delegate, and I'm not saying everything, but if you don't you will smother as a president."

Let them go and then help them and support them to make sure that they can be successful. Delegation means giving people *opportunities, support, and the freedom to make mistakes*. "You want to empower people and give people an opportunity to grow. I believe that once people have an opportunity for self fulfillment, self growth they're more effective as leaders. Delegation is key. If you don't delegate then I don't think you empower people. So you've got to delegate and you've got to trust people and you've got to be prepared for people to make mistakes. Just as I'm held accountable for the organization, if you have responsibility for an area, all the way down

to the maintenance worker, you're responsible for doing the jobs that you are assigned to do and you have to be accountable. Any job you're doing we want it done the best and at a very high quality level. So it's easy to hold people accountable to quality of standards. And those who are having trouble with it, then you spend more time with them. So it's an art. And so some people might look at what I do as micromanagement, in this case or that case, but I am very much involved in the details of the organization when they warrant my doing it. And part of what I do when I get involved in the details of an area is I try to rotate that around and it keeps me fresh and keeps me engaged at several levels along with the people in those levels beyond my office. But I make it clear that I'm doing this now as part of my learning and it's part of working with a team of people and then I'll pull back and then I'll move on to something else. So I think delegation is huge. It's very important. But it should not be an excuse for hands off. And I think, I have observed and I think it's a mistake for people to say 'Well I treat everybody equally and that means I will let them hang themselves if they aren't able to handle it'. I think that's absurd. I'm a good writer and I'm a good organizer and so my tendency is to want to go ahead and just jump in and start doing those things. And so I've had to learn over time that part of helping to train and get a good staff under you is to trust them and to give them new experiences and things. So, I think I'm better at that than I used to be. But I still have a ways to go. This is part of my growth and development. There was a time in my career when I was seen as the ultimate control freak. I didn't think I was but people told me I was. So for me it's been an issue of letting go of some of the stuff that I've done in the past. The best leaders, we spend a lot of time making sure everybody understands the direction we're headed. I have learned a great deal of making sure that

that we're all using a common vocabulary. Make sure that there is an opportunity for all parties who have to implement or put into practice a decision to question closely, to talk about the what ifs and then my best days are those where I have learned to just let it run its course. You will erode very quickly if you say you delegate and you don't do it. And the only other piece is you have to treat everyone differently. Some need delegation and follow up, some need delegation and they'll get back to you and some need delegation with specifics. And then lastly, I think the president has to have an innate sense of the above the waterline and below the waterline. Delegation is above the waterline and maybe it doesn't work because of A or B or C. The only time you should intrude is when you're concerned that it's below the waterline. If it doesn't work you're going to have more problems than you can solve. Psychologically there's a certain risk in handing some task over to another person trusting that it's going to be done well. And I think with some experience in doing it and being successful in it I think you get more comfortable over time. There's an awful lot of trust in that. I've delegated responsibilities to our Vice presidents and they have appreciated that because it's given them a chance to grow and develop as well. And so we try to hire the very best people we can, prepare them effectively for the role, involve them in developing consensus on where we're going and then let them go. Let them go and then help them and support them to make sure that they can be successful. Give them the opportunity to do what they do best and if you have the right people you get things done. But I don't have a problem in delegating. I give them a lot of license to succeed or fail. Hopefully they don't fail. I just try to catch them before it starts going down, but they have a lot of freedom."

Diversity

Diversity includes have a diverse student body, a diverse staff, and a diverse leadership team. It means including differing viewpoints and understanding the importance that diversity has on institutional effectiveness.

It's the world we live in, in every respect. Community colleges are diverse institutions and it is important to *value differences*. "In order to have the most successful institution we have to learn to draw upon diversity more effectively than ever. That diversity comes in all kinds of forms. One of the things we work very hard on at this institution is developing and implementing strategic thinking in everything that we do so that we are constantly looking at doing things differently by cultivating diversity and diverse ideas and perspectives. And those perspectives and ideas come from people that have diverse backgrounds and diverse experiences and so the cultivation of diversity is a critical element to the dynamism of these organizations and I think the effectiveness. Diversity is society, and so I think it's important to try to replicate that diversity in your institution in terms of your employees, your student body, the kinds of opportunities that are available for people, even the learning opportunities where students have a chance to learn about diverse cultures. If we're really going to prepare them for living in society, exposing them and immersing them in diversity is pretty important. It is the world we live in, in every respect. Nobody is the same. The world is not the same, and thank goodness. So we are intentional in speaking about diversity and organizational diversity includes employee classifications. It includes the obvious ethnic diversity, the gender diversity, the age diversity, the new employee, the older employee, the more experienced

employee and ones with longer tenure, people new to the college and all those sorts of things are important dynamics in an organization. Hierarchical diversity. And we spend a lot of time within our college cutting across diversity. I just believe in diversity. I believe in having a mix of individuals. It's just better for the students, in my opinion because it just provides different views in the instructional area. So we are really working on that here to make sure that it happens. Given our society today it is so important in the whole area of diversity. We've all heard the numbers now about the Hispanics, about the Asian populations and all and we have a large - I think we have something like 65 or 75 different countries represented on our campus. And so, you have to understand diversity. You have to appreciate diversity. You have to work toward diversity. And then let me go to one other area of diversity and I think that is in your staffing. I believe that a college needs to be representative of the community they serve. And so being sensitive to the differences that diversity brings I think is critical in being successful in an institution that is as diverse as this. Maybe just because I'm a diverse guy from a minority class, but I think diversity broadens one's perspective and concept. Basically from that perspective on a personal level, the more understanding you have for the different cultures and understanding cultures, the more effective you can be. So if you can't value diversity then you're really cheating yourself. From my perspective though, it's just a way of life. You have to understand the culture. You have to be respectful of the culture and basically you have to serve that."

I also think that it takes the direct involvement of the CEO and key executives in any organization to make it successful. Commitment to diversity *starts with the president*, who sets the tone for the entire college. "Presidents must have an

innate commitment to that. It is the only area where I think it is fair to scorecard the president because quite frankly institutions will not naturally adopt a commitment to diversity if the president doesn't have it. So I think it is fair to measure whether or not hiring is diverse, whether or not the indicators are there because quite frankly the president needs to make sure that those things are taking place. Now, I don't think below the president's level that you ought to be measuring. My experience too often has been that it becomes the minimum that you want to do rather than a commitment to diversity, and that's the sad reality. I have never, as a president, organized a special assistant for affirmative action or a special assistant for minority affairs. Everybody shares the same responsibility for that commitment. I think you are poorly advised to create an office that allows everybody to say 'well I'm not responsible for that. We've got so and so whose job it is to make sure that kind of stuff happens'. But I think the president has to be very straightforward and upfront about that and has to help provide the cultural leadership for those issues. It's critically important but it is not as textbook as people make it seem. It's as much style as substance. I've been able to appoint people to positions that may not have always have fit the traditional background that's required for a certain job and I found them to be pretty successful. I think it's not just the skill set, it's the being able to identify talent where it is and then trying to build the skill set along with the talent so that they can be successful leaders. And so that has to be very intentional. At the same time because we tend not to know or we have prejudices about people who are other than us, whether it's by hierarchy or by ethnicity, things that we haven't known, or gender or age or disability or sexual orientation, any of those, we have instituted in our professional development expectations for all employees every year to have an intercultural

professional development. Again, diversity needs to be valued. It needs to be recognized for what it is and it needs to be recognized that if you don't pay attention to it, it can be the source of much difficulty in an organization. But if you pay attention to it, it's value added. I also think that it takes the direct involvement of the CEO and key executives in any organization to make it successful and in diversifying the faculty and the staff and the student body. But I think that the leadership dimension there is helping people understand that in diversifying you're not talking about lowering standards but that there is a range and that if the focus is on clearly defining what are the minimum competencies to do a particular job, then sometimes you take someone who may be – who definitely meets the minimum but isn't necessarily as experienced or didn't interview as well as other candidates, that sometimes you take those second or third committee choices assuming that they still meet the minimums. And you commit to grooming people and giving them the opportunity. But I think it takes people willing to intervene and willing to go back to interview chairs or interview committees and to just have really frank conversations about – if you don't as an institution, have that willingness to do that then you're lessening the ability of the institution to meet a larger goal.”

Fiscal Involvement

Fiscal involvement consists of the level at which presidents are involved in the financial aspects of the college.

Well you know, accountability, accountability, accountability. With increased accountability, presidents need to be *directly involved* in the fiscal environment. “That

particular area you better be on top of week to week. I think given today's climate of number one accountability by Legislatures and your local County Commissioners, etc. I think given budget constraints we have to deal with today that a president needs to absolutely be on top of the fiscal operations of their college. Well you know, accountability, accountability, accountability. I mean we're using taxpayer's dollars to deliver a quality higher education service and we're demanded to be fiscally accountable. I mean fiscal accountability is high on everybody's list. It is a natural. I mean it's just something you have to do. You want to be very accountable. If you relate it to your personal finance, you want to maximize the use of all your resources, fiscal, human and everything. So you want to maximize the use of it. And you can't do that if you're not involved, and basically have broad campus involvement in the process. Not just the leaders of the institution but you've got to make everyone on the campus have that same feeling of responsibility of accountability to be successful. And the way you do that is that you involve them in the process all along the way from the ground up. I personally review on a monthly basis all financial statements of the college. I understand our auxiliary operations like our bookstore our cafeteria our vending machine operations, I know how much revenue comes in. I know how much we have budget against our actual. If your finance person screws up it really causes a major problem. You're going to be on the front page of the newspaper. You better understand that you may not do the day-to-day but you sure better know where you are. If you're in a cycle where you've got growth and increased resources coming from a variety of sources, it's a lot easier to financially manage the institutions and you don't need to spend as much direct time in the detail of the financial management. But if you're of the other side of the cycle which

higher education has been for at least the last three years, I think every successful president in America has been directly involved in the detailed financial management of the institution. It's a very delicate balance. I mean you're in a situation where those who provide you the funds expect you to use the full measure of the funds to do what it is they have charged you to do. At the same time, with the vicissitudes of state funding you can find yourself over-committed very easily when resource basis drops. So, it's a delicate balance to manage these institutions financially and to keep them solvent and productive and successful. And I think it takes direct involvement of the president in that process. I spend a lot of time in the budget development because I really don't need to know all of the line accounts but I need to know that the discretionary dollars and that the budget itself reflects the values and priorities that characterize my leadership. I need to know that in every case when the dust settles I can point to a number of budgetary matters that give evidence that we are doing what we say we're doing. So my fiscal involvement is at the highest levels. And then there's a responsibility part. The president needs to set up the systems that allow this to happen and this one is a work in progress and we miss it too often. It's very important that you have systems in place. It's very important that you have checks and balances. It's very important that you are able to call on auditors and that you do call when there's any questions. And it's important that you review budget key indicators I think on a monthly basis at the macro level and it's important that you insist on good budget management training throughout the organization. And so my personal role in all that is to see that all those things are in place. And they have to serve me well. I do not have an accounting background. My background is in Humanities and it's a sort of thing I've had to learn and does not give me joy or pleasure. But I

understand the need for it and I think accountability is apparent now. I will tell you when it comes time to doing the budget, I know where every penny goes. That's just the job of the president. The fiscal environment here is really, really tight.

We treat that person like a 15 year old with money. A president's involvement can be *lessened with good fiscal managers* throughout the institution. "It's very important that you have honest and talented and skilled business officers. If you have quality fiscal people I think it minimizes your need for fiscal involvement in the level of detail that some presidents would like to be. I mean, you've got to know exactly what's going on. You've got to have the big picture. And you've got to be able to ask the hard questions fiscally. So, I just wouldn't delegate all this to the fiscal manager, but he's my right arm. That's not my job to say 'look you've got to move funds from here to there.' We have program chairs with what I consider the most sacred responsibility and that is to identify who will stand in front of a class of students. And then we treat that person like a 15 year old with money. That's not the way I want to run the railroad. What I want is to have the fiscal responsibility mirror the programmatic responsibility and then the reporting and the requirements ought to mirror that commitment as well. In our organization, we're putting together a plan where quite frankly budget managers tell us every month how they're doing. We don't go looking behind them and say we have concerns about this item or that item. I mean they ought to look at their budget and say 'I think we're fine' or 'I'm starting to sense a problem in this area or that area'. That's the way that has to work. As long as they manage their money properly and don't come to me and say, 'you know we set our budget and the fiscal year starts in September and I

know the next year doesn't start till September but I'm \$80,000 short.' I can't live with that. Our financial officer, I expect him to keep the budget balanced and manage things and that he be the one that says 'no' to people on those fiscal kinds of things. And that when the audit is completed each year, that it's a clean audit. So I put all that in his court. But I read the reports and I look at the financial statements every month and I keep my nose in the wind so I can monitor what's going on and sniff out any kinds of patterns of issues financially."

Honesty

Honesty means having integrity in all situations. It means telling the truth even when the truth is not what others want to hear.

Honesty and integrity is bedrock. A president must have honesty as the *foundation* for everything they do. "Obviously, absolutely, positively crucial. It is nowhere near as hard as people make it out to be. My experience is that the way people view you as honest is, are you willing to look them in the eye and tell them what they already know? I think it's critical. I think it's right up there with communication. I think it's hard sometimes because being honest means taking positions that are not always popular, but I think that's an expectation that is made of the president that they are willing to do those things. I think it's always important to state why you believe what you believe or why you make decisions that you've made. But I do think that you have to be honest, always scrupulously honest. I can tell you it's number one probably, well it's not probably, it is, it's ahead of communications because you cannot be in a position like this and not be an honest person. Honesty and integrity is at the top of the list. It's a

very basis of everything we do. It's a deep-seated belief that it's the whole person who best teaches, learns and leads. So that's all of us. And a whole person has to be an authentic person and if you're authentic then you're honest. And honesty and integrity is bedrock. The appearance of honesty is probably as important. I mean it's certainly not in lieu of honesty but it's something in addition to honesty. Because if people are honest but the appearance is not, then the reality can be that people believe that they're not honest. So you have to be conscious both of being honest, but intentional about being openly honest so that people can see that. The minute they start wondering if there's a hidden agenda and start believing it, then it doesn't matter whether you're honest or not, the perception is that you're not. So I as a CEO have to pay attention not only to my own honesty but those throughout the organization and have accountability and again systems are very important in a complex organization on the whole issue of honesty. I think what we hope we do is walk the talk. That the culture that we try to help nurture is clear about what it values and what it intends to do and then tries to assure that it acts everyday in ways that align with the verbiage, with the language. And so I think the first level of honesty is, have we been clear about what it is we're committed to in value and then do we try to do that? I mean all aspects of the institution then have to be – have to be focused within that screen or that lens. Honesty leads to respect and to trust. And if you ask me, if you're honest you've got to have respect and you've got to have trust and you can't do that unless you're honest."

You lose this and you're gone. Once your integrity has been *compromised* it is extremely difficult to regain the trust of your constituents. "Well I think that's an extremely critical characteristic because if you project something that is in some way

manipulative or not really what your heart is telling you, I don't think you can maintain that over time. And then people find you to be dishonest in your transactions with them then they lose trust in you. And once that happens, it's almost impossible to regain it. You lose this and you're gone. That's both internally and externally. If people can't trust you, if they can't believe what you say, if you're not willing to do what you say you're going to do then you're going to lose the respect and trust of the people in the college and the people in the community. Faculty in particular, but I think all employees, faculty and staff are very easily aware of whether or not someone is being honest and truthful with them or not. And if they don't view the CEO, their president, as being an honest, honorable person that person is not going to be as effective and won't even be in that role very long. If people don't believe what you're telling them or they don't believe that you're being honest with them, you can't do any of the other things. I mean tell me how you're going to get a real commitment to diversity or community involvement?"

I always tell the truth no matter whether good or bad. It is important for presidents to be honest in all situations *even if it's not the popular viewpoint*. "I've always tried to take the path to be brutally honest with people. They may not agree with me, not always be happy, but they know that I'm honest in that regard and I think that is just a better way to do business. I have found that that works well. I do that in open forums with faculty and with staff. It's especially important when you're dealing with hard decisions whether it be personnel, whether it be community and especially when you're going into downturn. We've been in a real fiscal downturn in this state for the last two or three years that we've had to go out to the college and explain what's going on. I found that the more open honest and the more you invite input and the more you take a

look at that, the better people feel. They don't want to be clouded over and given a story that perhaps doesn't come out in a way that you conveyed that story. So, you've got to be upfront with people. I've just found over the years it pays dividends. You don't have to manipulate you just have to be right out front and most people understand it. They may not like some of the stuff but they'll accept it if they find it's genuine. If somebody had told me five years ago I was going to be president I'd have laughed in their face. But part of the reason I am president is that people on campus know me. They know I always tell the truth no matter whether good or bad. It may not be what they want to hear but I have a reputation that no matter what, they know that I'm always honest and tell the truth and I think that's very, very important. It's been successful for me so I can't imagine it not being for other college presidents. Too often faculty knows there's a financial problem or they know there's a structural problem or they know there's a board problem and presidents get in front of them and try to soft shoe that. Your reputation for honesty is to stand in front of that group and say 'Here's the problem. Let's make sure everybody understands exactly what it is. And here's what we're doing about it'. But honesty means saying what you believe. The hardest part for me is making sure that silence doesn't mislead people. And then finding a way to say - in fact I will often say that 'My tendency at this moment is to be silent because I really don't want to engage that. But I'd be misleading you if you leave here thinking what you just said is acceptable or that I agree with what you just said'. That kind of stuff. It's absolutely crucial. I think you have to be honest with people. Now, sometimes you have to color, you can't be brutally honest. But I think you still have to be honest and not hedge on sharing the facts with people."

Humor

Humor is being able to look at the lighter side of your work, to be able to laugh at yourself, and to create joy in work.

We always like to have fun doing our jobs. Humor is an important part of *creating a positive and productive* work environment. “The official category is joy and it simply says take your important work seriously and yourselves lightly. And again we’re intentional about that because we are aware that those of us who grew up with parents of the depression, work and then play. When you finish your work then you can play. And so it is counter cultural for many Americans to infuse play in their work, and yet we know from the studies of learning and work behavior that if you’re having fun you’re more productive, you learn better, you learn faster. It stays with you longer and so building on that research and then the whole physiological studies of what happens when people laugh and how that increases our capacity to learn and do and be productive and take a break and then have a creative insight that humor is just at the core of it. And I think it’s also about that whole person approach. Humor is inherent in being a human being and so we have to intentionally facilitate that happening in an organization and value it. Humor well done can raise questions. And so all of that is not only okay, but facilitated at the college and I’m called on to make a fool of myself at every convocation and how I appear on stage. Well that’s kind of a tradition and I am a willing participant because I know that that’s important. Humor is one of the elixirs of life and I think it’s just as apropos for the presidency and leadership positions. Because the reality is you have to be able to laugh at yourself because this is a business where it is so complex and

so challenging that there's no way that you're going to be doing it right all the time and having success all the time. And what is successful in one setting isn't in another. You get yourself into what ought to be laughable situations. And you ought to be open to do that. I think some people are good at this and others are more serious about life. I think that you must have an opportunity to have fun in the college. I think you have to be able to laugh at yourself a lot. I think you have to be able to do that. But to say that I would be good at telling jokes and using humor in every setting and all of that, you know that's probably not my forte. It doesn't mean I don't smile or I'm real serious. Do I like to have fun? Yes. We always like to have fun doing our jobs. And the reason why I say that is that humor or an environment where people feel safe or comfortable or an environment where people can take risks and an environment where people can be relaxed where you're not always on the edge, leads to better productivity. So our saying is that we always want to have fun doing our jobs and so that involves humor. That involves having a safe environment. That involves people who can take risks and not be punished for failure or so forth. We do wacky things and I make myself the butt of a lot humor. And in taking this role and doing the first general assembly address, we let faculty and staff do a video in which I was very much the butt of all of this. And it pays off a lot. I try to use a lot of humor in staff meetings and pretty much everything we do. I think it's very possible to work hard but also have fun doing it. And I think humor is a great tension reliever particularly when there are conflicts among groups or among people, humor is frequently the leveler I think that helps get it back on track. I think humor, in pretty much all of your situations, there's a place for a little sort of light heartedness, not in everything you do necessarily but to generally have the ability to, in

both pleasant transactions and unpleasant transactions, to try to keep a kind of lighter side to things. I think that if you have a good sense of humor you're generally going to get along with people better. I think the more they see you in that light, the better off they feel about your leadership. They don't treat you as someone they can't come to and talk to about whatever is going on. You've got to break that down. And you can do a little of that through humor, just let yourself go and be yourself."

Humor that's dark and that discounts people and that separates people is toxic and not appropriate and has the opposite affect on people. presidents must *carefully and appropriately* use humor. "Humor is an important element of getting people's attention. But I think anymore you have to be very careful with humor because of political correctness. And it's amazing how you can offend people I think with humor. I think humor is important but you have to be very careful about it and think about it before you use it. You have to have a pleasant mix there and that involves humor as long as people don't take it that you know, no matter what I do he's just going to laugh it off. There's only one part of humor that makes sense – self-deprecation. That is the only humor that is appropriate to a president. I can't imagine in this day and age a president who tells jokes. Tell me where the upside to that is? I mean we all have to have humor but what kind of jokes are we going to tell that aren't going to seem out of place? I think that humor really is both self-deprecation and then the ability to step back and just say, you know, sometimes if we just listen to ourselves it really is pretty funny the way we view things. So I think it's important but I don't think it can be your only shtick. The other thing about humor is it has to be life affirming. Humor that's dark and that discounts people and that separates people is toxic and not appropriate and has the

opposite affect on people and so we work at that. And that's again difficult to do because we've been conditioned that the easy way to get a laugh is to make fun of somebody. So every meeting that I'm in we laugh just throughout the whole thing because we are so funny. Humans are just funny. So humor is essential."

Non-traditional

Being non-traditional consists of operating outside the usual boundaries, thinking out of the box, not being afraid to do things differently, and being open to new ways of thinking.

The same old, same old is going to produce the same old, same old. In order to *meet new challenges and increase effectiveness*, presidents should do things out of the ordinary. "Every so often the president ought to do something that challenges the traditions. You know creating something new, starting a new office, making a hire that doesn't fit the mold, do those sorts of things. What you should be doing all the time is creating the best dialogue about, is this really how we still want to do things? Is this a new opportunity to rethink this way? If we're not going to do it this time, when will we be working on some new initiative? If not now, when? Those kinds of things. And then what you really have to do as the president is to nurture new initiatives and provide the insurance policy. And what you ought to do and what I like to do is declare victory at the beginning. You know, just by trying it a new way we ought to congratulate ourselves. Now our job is to make it the best decision we've ever made. If you look at organizational charts now and if you ask presidents to go through their organization and

point out where they're doing the most interesting and important things, I bet you would see a whole litany of nontraditional job titles, director of this, dean for that. Look at all these new titles we're doing around Chief Learning Officer and that stuff. And that's how presidents are trying to introduce nontraditional dynamics into really pretty traditional and safe organizations. If you're going to be visionary you have to do things creative or flexible. And I don't want to say out of the ordinary because really that is the way of life of most community college leaders, successful community college leaders that I have seen. That they look for things that are different, they look for innovative approaches to solving problems and things like that. To me it's not nontraditional it's just a way of life for doing business. That's what makes us so unique. You know one of the kinds of nontraditional things that we do, we talked a little bit before about communication skills and the need to pause and be quiet. We start all of our president's Cabinets meetings with moments of silence as we do many of our classes for people to clear their heads, put everything else aside, and to get ready for the agenda. In fact it's interesting that a ritual would be nontraditional, so there are some things that I can count on and so ritual helps keep you grounded in the midst of rapid change, yes I think so. That in itself is nontraditional. As the leader you can just ask everybody to stop and ask for a show of hands. You know, how many people are having a bad day? That's nontraditional. And you can ask for a volunteer from someone who's raised their hand to come up and tell you about their bad day. So they'll come up and they'll tell, then you just lead everybody in a standing ovation for this person who's just told you about the bad day. Well what does that do? It changes the moment. It does all those physiological things that happen when you get up out of your chair or when you're raising your arms

and you are giving a delirious standing ovation. Blood is pumping and all this stuff and people are laughing. And then you sit down and you say 'Okay now where were we'? Where we are now is a very different place than where we were and it is amazing how you can begin to move from that kind of point. So, I and others feel free in our organization to do that kind of thing. And when I do it, it gives permission to other people to do not only that, but things that again seem authentic, or feel authentic, because it's something that I've learned cognitively works. I'm definitely nontraditional. I dress in a nontraditional way, I don't wear ties, I'm known for that, that no one has seen me in a tie in a long time. I'm very casual in my dress. I am a gay man. I'm open about that. So I don't fit the mode of a typical College president. I think it's helped me personally to be honest about that and I think among faculty and staff it's been respected that I am who I am. I don't make any bones about it. It's not something that comes up very often but as people get to know me, that is part of my life and so I don't hide who I am or pretend to be something I'm not. I think in terms of longer terms, you know strategies and planning, I try to sort of think out of the traditional box and think about different ways that we may do things that we're currently doing and do them better with the resources that we have. I'd always had this vision, this dream, of having a School of ___ here at the college because in my 30 years of this business I'd really never seen or heard too much of any schools with ___ in it. So, you know that was one of thinking out of the box where I just had a dream because of a love for ___ and just a dream I had for that and to go and just take that dream and hook up with somebody and then make it reality and to pass a bond referendum where you get the money to build a building and we are now interviewing for our Department Chair. We have our faculty in place. So anyway that's a story I share

with you. Thinking out of the box and thinking out of the ordinary a little bit. It's just not a typical thing that you hear a lot about in community colleges. We opened a new library last year and vacated the old and too small and quite insufficient library that we had here at the college and so in thinking about what that old building might become, in other words, what can we convert it into and make use of the space there. I started a conversation here at the college about us looking at a way in which we can provide better services focused on student retention for the nontraditional students that we have here. What we are in the process of doing is a major renovation/remodeling of that two-story building to convert it into a kind of academic one stop. The same old, same old is going to produce the same old, same old. And that is not sufficient to enable these colleges to be as effective as they need to be in today's rapidly changing dynamic environment. We've got to learn to operate our institutions differently. To fulfill our mission and vision differently than we have. I mean the Academy hasn't basically changed from a classroom of a professor and 25 students since the Middle Ages. And the reality is we are in a situation where those who have funded the public enterprise of higher education have made it very clear that they do not intend to provide an increasing percentage of their resources to go to that function. And so they expect high quality at lower and lower costs per whatever. And so, you have to have a, I think, a somewhat of an irreverent and nontraditional approach. Some people call it thinking out of the box. I look at it more as continuous improvement and continuous growth and change".

And in my opinion non-traditional can be detrimental when that ties to dollars. There are times when being non-traditional *may not be effective*. "I suppose we all have our ways of doing things that maybe are considered nontraditional. I don't

know. I don't think that a person should necessarily set out to be nontraditional in terms of surprising people. So I guess that's a characteristic where there's an old saying that you never reveal all of yourself to anyone. And I think there's some truth to that. But I think that if you attempt to be nontraditional you're probably being silly. And in my opinion non-traditional can be detrimental when that ties to dollars. If you're doing something nontraditional that is expensive to the college and you're in a budget situation like we are in the State of __ right now, I think it would be detrimental to you and to your position and to the college whether it's good or bad."

Organizational Skills

Organizational skills consist of the skills and knowledge and the level of those skills that are needed to effectively run a community college.

People can't be successful if everything's ad hoc and if you don't have systems in place. It is important for the president to ensure that *systems, and individuals who can effectively run those systems, are in place*. "Critical. I probably spent the first couple of decades believing that I wanted the organization to be more organic and that you could stifle it by being too tightly systematic and all that stuff. And I have become a believer that at least in today's day and age and the complex world that we live in that things can really spin out of control pretty fast, and people can't be successful if everything's ad hoc and if you don't have systems in place. But if you have systems that work that allow people to spend their time doing the things that human beings can best do, then they're not spending all their time spinning wheels on stuff the systems can

handle. We could say to the Southern Association at any day come examine us. We've got our act together. And if you want institutional effectiveness we'll show it to you deployed through this whole organization. And as a result we can now dig systematically and make progress and answer questions that we couldn't before in terms of how do you know that your students learn what you set out for them to learn? Because we have systematically engaged everybody in the process of setting up those learning outcomes and appropriate assessments of them and we get the data and we monitor it and we benchmark and we improve. I mean all of that stuff has made this college which in our own egocentric world we've always thought was a pretty nifty place. You know really it set us apart from who we used to be and we're much more effective. You have to spend so much time working on United Way Boards, Chambers of Commerce that you better have organizational skills in place internally through delegating, through having your systems in place that that college is going to run with good management. If not, again, you're going to be in trouble. But you have to have the organizational skills to put the right people in the right jobs so you have the right fit so those people can run the systems and policies and procedures that can make your college both efficient and effective in the community you serve. So I think a president has to have good organizational skills in order to put all that together. I think it's a key dimension. These jobs are hard jobs and there's stuff just pouring in from all directions, community requests, internal kinds of issues that need to be dealt with, State reports, the crediting request, I mean it's a huge variety of things happening everyday. And organizational skills are really important. I think a lot of it is also related to the delegation dimension that we were talking about. But I think effective leaders have to have really high-level competency in computer

skills, e-mail skills, web based calendar systems and things. I've seen that as a problem quite honestly in leadership development because a lot of people don't come through the ranks of having to take time to look at organizational skills. You've got to have the people skills, the organizational skills, the communication skills, the intuitive skills so you can operate from a position of a little more knowledge and a little more solid frame of reference to be able to make decisions or set new direction. The organization ought to be dynamic but it shouldn't confuse people. Business does this all the time by the way. They organize around high achievers or projects. I mean businesses organize around successful products. And we ought to be a little more adept at adjusting our organization to accomplish the things we want instead of trying to hammer things we want into existing organizations. You know that ought to be pretty straightforward. But at the same time, I really think the organization ought to continuously make sense to what you're trying to accomplish. And that takes some talent not to confuse what you're doing, just doing something new to keep everything off balanced. I've worked in those kinds of organizations and everyone just ends up doing their own thing. You know, sometimes there are organizations that are barriers and my goal is not to make the organization itself a barrier but more make it an asset for people to be able to maximize their resources and that includes organizational structures, organizational changes, responsibilities. I mean, I think that any institution that stays alive within itself goes through organizational structural changes periodically, simply because the needs have changed and things come to the forefront that may need more attention or it may need less attention or that you have to look at yourself organizationally periodically to stay current with the needs. I've done that through every aspect not only as a community

college president but as a Vice president, as a Dean, as a director in looking at organizational structures that best meet the needs that we're trying to solve."

The leader has to be the strategic thinker and so planning and organizing are absolutely essential skills. A president must be a *strategic planner*. "If you don't have a plan you don't certainly know where you're going and so planning I think is very critical. I generally begin my convocation each year with a kind of look ahead for the next year. What are the big issues on our plate this year? If you are unable to be well organized you can't possibly keep up with the workload demand. So I think organization is critical. A president must have excellent planning and strategic thinking skills. You have to be able to plan, organize and then implement effectively. I like everything so-so. I like to plan ahead. I like to always look ahead and try to stay ahead of the curve on a daily basis. I'm a very organized person. I couldn't see how presidents that aren't organized, unless they just have a super good assistant, I'm not sure that they could survive and not be organized. The leader has to be the strategic thinker and so planning and organizing are absolutely essential skills. And I think in terms of the collaboration piece, we're finding, all the institutions are finding, that cooperation and collaboration are more important to success. And you have to, by your actions, prove that you're one of those people that is interested in cooperation and collaboration. So I think that that's vital. And I think probably one of the things that's most difficult is backing yourself off and not thinking technically on a day-to-day basis but taking the longer strategic view of things."

Personal Commitment

Personal commitment consists of passion for what one is doing and having the energy and commitment to live out that passion.

I think if an individual's been able to align his or her personal values with professional goals and align that with a career position, they are among the luckiest people in our world. The passion that presidents have comes from a *love of what they are doing*. "I've been a community college Administrator for 31 years, and I am as deeply committed to the mission of community colleges as I was when the light went on and I realized this is what I want to do. So I feel very lucky to still have that degree of pride in the career that I picked. I love what community colleges stand for. It's just something that I find exciting all the time. It sounds corny but that line about community colleges change people's lives for the better everyday, it's really gratifying to get to be a part of that. Yes, it takes a lot of time, so it's good that you enjoy what you do. It's fun but there are times when it's tiring, I'll be honest. But I stay energized because I like the variety that comes with being a community college leader. It's not dull. And I like the fact that so much of it is really projects based. And you know, as you're moving to achieve goals related to a master plan or helping to get something organized, to lead to something bigger, there's very much a project kind of component feel to what goes on I think and I like that. So the job never feels like a rut to me. One of the most important things you have to have is passion. I believe in passion. I'm a two-year college graduate. I have a two-year associate degree. I decided at 33 years of age that community colleges is where I wanted to be and it's where I wanted to commit my life. And I think because

of my background of going to a two-year college, and I'm not saying that a four-year college graduate can't be committed to two-year colleges but I think that given my background, the way I grew up I developed a love for the people and the students who attend community colleges. And I absolutely exuberate passion for two-year community colleges. I live it. I breathe it. I live it 24/7 and I'm absolutely committed to it. I don't see how a leader can be in a position where you're responsible for four or five or six hundred faculty and maybe ten, twelve, twenty thousand students, thirty thousand, whatever your numbers are, and not be passionate about the lead and be committed to making that institution the best that the resources will allow you to be. I'm extremely committed to this institution and really love the work that I do. I'm at a point in my career where I'm eligible to retire and could, and financially could do so, but I have no interest in doing that because I actually very much enjoy coming to work everyday. And I feel very blessed that I have the ability to be the president here of this institution because there's so many great things going on here at the institution. So I've a real passion for this place and for the work that I do as president here. I've been personally committed for 24 years. Let me tell you my personal commitment. I think this sums it up best. I made a commitment to be a community college president when I was a junior in college. I understood what it would take for me to get there and truly it put me on a career road map that I'm not wavered from in doing so. Sure there have been bumps in the road along the way but the reason why I did it is the comment that I had said earlier, I get up every morning and I enjoy coming to work. What I really like to do and what I really love about the community college is that it really makes a difference in people's lives. And that is something from a personal standpoint that I truly enjoy. There are

success stories after success stories and there are failures too along the way. But ultimately it is that making a difference that really energizes me. I think if an individual's been able to align his or her personal values with professional goals and align that with a career position, they are among the luckiest people in our world. And for me, this is a dream job because I fully believe in the mission of the community college. This was a movement in America and we were part of that movement and had something to contribute because the mission of these institutions was so critical to the success of our nation. And so I've grown up with that – with that certainly philosophical understanding, but over the years have had that reinforced with the results that are achieved and are still being achieved today. And so, I think, you have a tremendous passion for what it is we do, believe in what we do, see results of what we do. I understand and am connected to what we're doing. I'm personally involved and invested and can help them see how their contribution really enables us to address what it is we need to do. So, I mean, I think personal commitment is huge. I'm the first president of any of the presidents here that's actually a graduate of this college. This college has been my life. So personal commitment - I live and breath this place. I will tell you family still comes first but other than that, this college doesn't fall very far behind".

I'm not talking about talking the talk. I'm talking about walking the walk.

Presidents use their passion to *set an example* for the whole institution. "Well personal commitment, if you don't have that you might as well not be in this business. You've got to really be committed to the fundamental values of community colleges from whatever viewpoint you've obtained it, and you've got to demonstrate that over time because you get tested on that. And you get tested on it by communities and you get tested on it by

legislators and you get tested on it by people who have their opinions about what community colleges shouldn't be doing. You've got to be pretty clear about what it is that you're all about with these jobs and especially in the role of president, if you're going to convey meaning through community or campus or whatever. And if a person doesn't have that passion, have that commitment that they, and you know this always sounds negative, but if you don't have that commitment and that passion then you really ought to work somewhere else. On a very personal level the leader and really everyone in the organization can't be a whole person unless you tend to the whole person individually and with groups. And for us, over the last five or six years, we've again intentionally been involved with the work of Parker Palmer. And so what you learn in formation is that you have to get in touch with that spirit part of the human being. At the organizational level it's not just me it's got to be everybody. So how do I lead the organization to that kind of place where we're filled with whole persons who behave authentically? Organizationally we offer a retreat series and we've installed a Carillon chimes so that they ring every quarter hour across the campus for those who want a fifteen-minute reminder to take a pause and a deep breath and those who can be served by a short meditation can do that. For others they keep time. That's some of the lovely ironies of that. And we have benches throughout the campus and there's just places where people can drop out in the middle of the day for a quick break and rejuvenation. And it's not just that they can but that we invite them to formally and informally. It's just part of the culture. So that's all part of the personal commitment. And the other is body. You know mind, body, health. Take care of the mind. There's no question about it. Physical fitness and wellness, all of that is a big part of our organization. We have a

wellness opportunity where the college gives 30 minutes; where we'll give 30 minute a day to an employee, we'll give 30 minutes to pay attention to their physical well being. We have a way for them to keep track of that. We have a way for them to get professional development points for that in the elective side. And it can be mind, BODY and spirit, so personal commitment again is just core. And it's not that we just do these for ourselves but when we're doing them for ourselves then they start being incorporated into the curriculum and to the approaches that we use with our students. And we're role modeling and we're teaching life skills for people to be global citizens. And part of that personal commitment is this turn to wonder and not to judgment, which is certainly contrary to the academy, which is built on debate. I don't think that you can be much of a leader if you don't have energy and self-confidence. If you don't demonstrate that to others, they will have difficulty really having trust in your leadership. And then passion, that's just the depth of your commitment to what it is that you're trying to achieve as an institution. So all of those qualities, I think, are very important for leaders to demonstrate if the institution is going to be successful. I'm not talking about talking the talk. I'm talking about walking the walk. If you leave early on Fridays you should expect everyone else will leave early on Fridays. If you do not have a passion for what you do you should not expect that the rest of the organization will have it. And I think people, I think they calibrate the entire organization off the president and his office. If our office doesn't demonstrate it, it loses an order of magnitude each step away from that. The organization needs to have energy, confidence and passion. You know, things come in much different measures across all kinds of presidents. But the best presidents have to have that. I think that for me, it says 'can you tell me about your personal commitment?'

First, I'd like to think everybody has the same work ethic I do, but I would doubt that anyone has a higher work ethic. I mean, when there's work to do you do it. And you do your best all the time. And energy is important. You do not send a signal that you are casual about your commitment in your job."

Team Builder

Team building consists of being able to hire the right people, giving them the training they need, and allowing them the opportunity to work together collaboratively.

I think the single most important thing a college president has got to be able to do, it's not so much the fiscal analysis and it's not so much the organizational skills, but what I think is the most critical thing is you have to hire the right people.

A president must *surround themselves with the best team* possible. "Team building today I think is extremely important. You know when community colleges came along in '63 you really had a lot of people who could go into leadership roles and almost be a dictator. Organizations have become too complex not to have people around you who have just as many ideas as you do, just as good of thoughts as you do, so how can you take the best ideas from your people and make the best decisions for the college? We do that today much better in a team concept than we do a person trying to be a dictator leading by him or herself. You better have a great team around you. Part of the issue with building teams is the fact that number one, I don't believe in going out and dictating to folks this is what we're going to do. I like to form committees or put teams together to get their ideas and to get ideas from the campus as to what is really needed. And then put those teams

together. I've learned over the years that if you put those teams together and give them the credit for the goals that they've set in their accomplishment you're light years ahead. It begins with the search and selection process. Try to get, really, the very best people that you can get and then provide them the orientation, the support, the acculturation into the institution that they need and then help them work in teams on the campus at a variety of different levels. One of the things I do with our administrative team, and first of all we're a very flat organization and operate the whole institution with I think 25 administrators overall, is I always impose on our team to give me a couple of days of their time during the summer and we just focus on leadership development and team development and where we're going. One of the things we say at this institution is 'leadership is everybody's business'. I think the single most important thing a college president has got to be able to do, it's not so much the fiscal analysis and it's not so much the organizational skills, but what I think is the most critical thing is you have to hire the right people and that takes a certain knack. You've got to get beyond the traditional what's on the resume and the academic skills. You've got to get down to the behavior of those people if they're going to be really strong team player or not. So I don't go about selecting people in the traditional way of just a short-term resume and a few reference checks. I try to dig in a lot deeper. And it pays off because you don't need many of those wrong decisions when it comes to people that can't be team players. Yeah, you've got to give them opportunity to be their own individual and do their own thing but it's just critical. I mean just how you select them is very critical. I think the presidents who eventually become successful build good teams. You cannot do it all yourself in this day and age. And there has to be a dynamic that flows from the team with you there, or with

you not there. Your vice presidents and deans and directors have to have a bias toward action where good things are happening even when you're not making them happen. And the way for that to happen is for the team to feel good. They know where you are. They know what you support and they don't feel the need to take your temperature every two minutes. The other part that goes with that is, and I believe this to the tips of my toes, hire talent that can do the job. There is no job in the community college that is so specialized that you ought to pigeonhole it. You ought to get the most talented people and trust me they can figure out how to be deans and directors and Vice presidents and indeed presidents. Hire talent."

So you have to have a competent, trustworthy, varied team that's focused on the same vision, same goal and working towards achieving that. A president must ensure that teams are *focused, collaborative, and understand their mission*. "I think the first step in building teams is having a focus. And so that goes back to the planning piece that you have to have an agreed upon mission, and then goals and strategies for how you're going to accomplish that mission as an institution, and then you focus the team on what is their piece. What is their slice of that mission? And then getting them to understand that they each have different responsibilities that all mesh and work together to make the institution successful is really important in terms of building teams. You know there are all kinds of people on teams and so what different team members need in terms of encouragement varies. Someone who is not as experienced might need an awful lot of coaching and encouragement so that they can fulfill their role. Other people who are more mature and experienced, all they need to understand is what's the mission, what are the goals and let them go do it. And so, you have to work with each individual on the

team a little bit differently for the team to really function well. I try to impart that everybody is in this together and so we have a lot of what I call cross-organizational communications for example in planning, master planning and also in evaluating, the effectiveness measures that we set for ourselves. I think the way you build a team is to engage the membership as sort of colleagues in the endeavor. I mean anything that is of a policy nature or a major decision related to the institution, it's always the consequence of a lot of collaboration and conversation and then we come to a conclusion that we all support. So I'm a believer in doing everything you can do, in multiple different ways, to communicate as often as you can with folks. You can never really communicate too much. Again, I think the key to being successful with them working together as a team is having and promoting mutual respect and collaboration and not looking at it as you're the president of the college and so you basically tell other people what they need to do. We have a different approach to team building than we used to do. Not that we don't still do some of those but a lot of the team building we used to do was competitive team building. Get people in groups, have them match against one another so that one group at the end wins and maybe the other one loses and so we've been much more intentional about having team building around collaborative skills. The institution as a whole has to operate as a team in order for it to be successful. You can do a whole lot more things as a team than you can individually. So you have to have a competent, trustworthy, varied team that's focused on the same vision, same goal and working towards achieving that. And that's in every level of the organization, not just as a team of executive leadership, because you've got to have teams in the mission area, teams in the faculty area, teams in your maintenance area. I like to say that if you can instill institutional pride in the

organization at every level, everybody wanting to see the organization be successful, then you're going a long way in building a successful team. You also need to involve all aspects of the organization in various decision-making and give them opportunities to do that. I would also tell you that we give people self-growth or self-development opportunities. So if you could recognize and give people an opportunity to be involved in the decision making process and then give them an opportunity for self growth opportunities, I think you could build a great team."

Visionary

Vision consists of having a plan for where the college should go. The vision starts with the president, but to be effective all must share it.

They will forgive everything but lack of vision. *A president must have a strong sense of vision for the college.* "The leader has to have that vision for the future. And it doesn't mean that you don't share that vision with others, and that others aren't involved in helping to develop the vision for the institution, but then the leader has to be the one that articulates it frequently and keeps reminding people the direction that the institution is moving or needs to move. If you don't know where you're trying to go, why are you in the car? I think people want to feel connected to a higher purpose than just earning a paycheck or coming in and putting in the eight hours or whatever and going home. So, I think having a vision of what you want your college to be like and a vision of what you want to achieve personally as well as professional is essential to staying motivated, and to getting people to buy into it. I think that people want to buy into the leader first and feel

– if they feel, my gosh, that’s a nice person who’s got his or her head on straight and they’re articulating things that are meaningful to me or matter to me, they’re more likely then to buy into a vision. But I think it could happen the other way. I think there are a lot of leaders who aren’t particularly charismatic but who help facilitate organizational transformations that people buy into because it makes sense. I think it’s important that the leader have a vision and that that vision is stimulated and shaped by those being led. They will forgive everything but lack of vision. If you do not have a vision for your organization you will not succeed. I mean the organization is more than the sum of its parts. In fact I think the part that keeps me the most honest is how you keep that vision and that leadership vision as you get toward the end of your career. Can you be 63 years old and be inspiring people with vision? Or are you just going to tell old war stories? I see presidents who all of a sudden can’t make a speech at a National Conference because they don’t know anything new. They’re not up to speed on any of the issues in our industry. There’s a lot of presidents like that. They got good at the local politics, they got good at managing the institution, they’ve got their Boards well trained and organized, but they no longer can speak with any sort of authority on issues that other people want to hear about in the industry. I have watched presidents who can’t do that anymore. It is a race to the finish line. It catches up with them and some don’t quite make it before it catches up with them. Well you’ve got to set the vision for the institution. You’ve got to do this every so often. The community colleges today are not where they were 15-20 years ago, and so you’ve got to keep up with what’s going on around you and reestablish or re-convey the vision that might be necessary to reposition your college for the future. So, the conveyed vision is an important aspect of your job but in some cases, you know,

you've got to see it followed through. And I think the research shows that sometimes those leaders who have kind of stuck with it a little bit longer were able to do that and have successful organizations over time. But you've got to have all these other things we're talking about in that package to make that happen."

I've come to this conclusion over the years, I think it needs to be a shared vision. The vision for the college *should not be determined in isolation but in collaboration* with everyone in the college. "We spend a lot time and energy in building consensus on the vision both internally and externally, and then use that vision to drive our developmental activity for a substantial period of time. And vision from our perspective is again, something that you develop out of a process. Because it has to be a collective vision if it's going to have power and it's going to drive the activity of the organization and the culture. And it's not about having some vision in isolation and trying to bring everybody to it, but being always open to the fact that it could change and again having mechanisms where you review the vision so that even though it was shared five or six years ago, now you've got new people there, what do they have to say about the vision? Well it's a matter of acculturating new people as they come in and even before they come in to the vision and the organization and that is upfront. Here's our stuff. Do you think you want to be a part of this organization? If so, great, apply and we'll interview you. If not, this is not the only place. Go somewhere where you have more affinity. But you can't come and be happy here and not have some affinity for our vision. So that needs to be well thought out. It needs to be articulated and it needs to be not put on a shelf but acted on everyday, and what you hope is that every morning as all fifteen-hundred employees wake up and they head for the college, somewhere in their

brain they have at least that compass point so that most of the actions throughout the day are headed toward that vision. Every NFL football team starts off the year talking about how their vision or goal is to win the Super Bowl. Their vision is to be the best that they can be. That same thing, the same analogy applies to a successful community college. I think the vision that you have for that truly has to be first of all jointly developed. I've come to this conclusion over the years; I think it needs to be a shared vision. I don't think it needs to be one that a person sits in a chair and decides the vision for the college. I really think it's more of, how do we bring the best thinking that we have in our community. The best thinking we have in our colleges, and together develop that vision for what we want that college to be so that we can make sure we're meeting the needs of the people in our service areas. What is the vision? What is the plan? That's where you have to sit down with people collectively and decide 'how are we going to get there'?"

Female President Composite

Business and Management Skills

Most business and management skills are learned through experience on the job. Most of the women state that the general perception of women's skills, particularly those dealing with numbers, is that women are weaker than men. The women believe just the opposite. Also, while it is important to have financial skills, it is just as important to have other business skills as well. It is also important to not be completely oriented on the details but to take a more global, "thirty thousand foot" view.

Most of what I learned I learned on the job. For many of the women presidents, the business skills that they have were *learned from experience*. "I apply fairly often skills that I have acquired serving on Corporate Boards. I find those are very helpful. I've honed those from my participation on Boards. That's a separate experience and it's everything from the development of a balanced score card, to looking at goals within the college and priorities within the college to looking at new accounting practices and how they will affect higher education. So there are a number of those skills that I have gleaned from corporate work that I apply to the college in its daily operations. And while having studied management, my processes for operation or managing the institution, are the result of practice. I have experience in terms of managing a department when I was faculty and then I became a Dean and then Vice-president of Instruction as well as Student Development and then I later was a Vice-president of Community Relations. So that meant managing several areas underneath my supervision as well as budget management. So I have experience at the department level as well as

the Dean or Vice president level before I became president. And what I recall when I became a president was that the fact that I had been in a variety of leadership positions in a community college, across all areas of the community college, really helped me to function. Understanding how all the different elements fit together. I'll also have to say that I've learned a lot about the strategic planning and visioning piece of that since I became a president. So most of what I learned I learned on the job about, not necessarily about management, although that's a big part of it, but the business skills and understanding how to build budgets. So, I think this is a very-very important skill. So a lot of that does actually get learned on the job, but if you have basic native intelligence, I think anybody can master that part of the job. I'm having to deal with this less now than I did in the early days simply from my own increase of knowledge. So I've really backed away from being quite so involved in business and management of the college as a president. It is still something that I pay attention to. And I certainly don't mind confronting issues at the college that may seem meddlesome to the individuals involved but I think a part of my responsibility is to make sure that the college is managed well."

My experience as a president is that most women have a better understanding of the business and management skills that are necessary for running any one college. Women presidents believe they are as good, *if not better than men* at business and management skills. "Well first of all having majored in math and having a pretty good affinity for numbers, I've always been very good at the budget management part of the operation. I think some women are confident in their intuition about numbers and I'm comfortable with that. I don't need to know the detail of the numbers but if things don't look right to me, if they don't make sense, I'm pretty comfortable asking

questions about why they look this way. And if in fact, you have a man in the fiscal office, it is a surprise to him to begin with that you understand at the level of detail that you do. Because they're pretty much used to the guys saying, 'Hey whatever, you just do it'. And having extra questions and extra evaluation is really uncomfortable for the fiscal officer. So, even though I know that they state regularly that women need to have more fiscal skills, my observation is that women that become presidents have more fiscal skills and that's just the guys trying to suggest that the fact that men don't have to ask questions means that men know more. It's exactly the opposite. I just think they're more confident with their gut reaction. They think they know the numbers. They don't do any more detail work than we do. We bury ourselves with too much detail, taking the numbers home and doing it and being really careful when really I think most men will look at them more globally and that's certainly what I try to do. It's not to get into the detail. At first when I became a president I thought that this was my karma for having majored in English as an Undergraduate. I think sometimes women bring up the finance because that's when we go into these position, people believe we are the weakest. But I don't think that should give it a higher level of importance. I think it just means that we need to pay attention to it but everything else too. You have to always pay attention to what's going on while at the same time you're staying at a little higher level and keeping a focus of a direction you feel the institution needs to go".

It's important to understand all aspects of the organization. While financial knowledge is important, it is equally important to *understand other areas of the organization*. "In terms of my own personal leadership if I'm looking at my business and management skills I would describe them in terms of my daily operation at the college as

a fairly hands on approach to management. And those skills I think involve being able to conduct meetings, being able to develop plans of action, and looking at follow up timetables for operations in terms of getting goals achieved. Again doing some monitoring of budgets, some of it along with our financial people, but certainly I have a fairly hands on approach to making sure that I am using skills looking at the financial operations of the college. And having a good sense of the budget and all the components and how one variable affects another variable. So I think when you're talking to the business community, that you have to feel really comfortable with numbers in a very general sense so that you can give them some sense of the fiscal health of the college. And when you're asking the Board to make a fiscal decision you have to have done your homework so that you're not looking at notes while you're making the presentation. You have to really have an overall more global understanding and then you have to have really good people doing the detail work that you trust. Presidents have the ability to choose fiscal officers and we rely on them to a certain extent and if you don't have a good one you need to find a good one, one that you could trust, because that could be the first area that can bring you down. So it's very important to have good solid management skills. It's important to understand all aspects of the organization. When I look at business and management, finance is only a component. I particularly look at the planning, the ability to lead an organization through the strategic plan, setting a focus for the future and then letting the budget officer plan and draw out the budgeting process. So it's all of the components, but someone needs to know just as much about the management of the instruction area, manage of institutional development and the management and operation of a foundation as they do the finance. I think that's

enormously important as a president. In fact, I think if you don't know how to implement, if you don't know how to really manage, if you don't know how to deal with personnel, budget and project and project management you're not going to be able to run a college. I work with a team of Vice-presidents and deans who are responsible for certain segments of the college and I can create and do expectations for each of these units, work directly with them and even their staff as appropriate to see us succeed in the expectations of each of these units. My management style is one of collaboration because I make myself available to respond to any question or issue or concern for the directive or the goal that has been set for that particular aspect of operation."

Communication

Communication can be verbal or nonverbal, spoken or written. The way in which a president presents themselves can also be considered communication. Communication should involve others.

I don't know whether communication is a natural process but both verbal and written communication is fairly easy for me. For the women, communication is *comfortable and easy*. "My sense of communication is that it's really been an area of personal strength for myself. I find that being a good public speaker and being able to motivate people and really articulate a vision is essential to the kind of change management that I want to do. So I find communication very important. I like interactions with large groups. There is something comfortable about knowing that this group of people are all hearing directly from me. We are communicating at a certain

level one-on-one. They can always ask questions and they often do. And so, I do more of group communication than I do personal communication with the college at large. We pass in the hall and we stop and chat but I don't purposefully go out on a regular basis to have conversations with faculty. I still believe that most women are more open in their communications than are most men, and are willing to give more direction in that communication and that maybe our tendency is to control or to tell someone exactly how to do it. But I think that we do communicate more in our management of the college than probably most male presidents do. But for most male presidents that I have been around they are not that comfortable with constant communication. I think communication is very important. Actually it's the one thing that people will always complain that there's not enough of in an organization. I personally am very verbal but I also do a lot of writing so I communicate a lot via the written word both formally and informally. In this institution we use e-mail probably too much. I think that my style would be labeled, most of the time more informal than formal because I think that people listen when they know you're trying and that they believe that you're trying to create opportunities for dialogue. I hate being authoritarian. That is simply not who I am, although on occasion one has to be, just by the nature of some situations you end up dealing with where there isn't room for discussion. And so this is the decision and that's it. I do kind of a check with people at the college to see if I am communicating clearly. If I am sending the right messages that need to be attached to particular activities or goals or plans so that I'm making sure that I'm using the right venues, that people understand what I'm saying and that the right tone or tonality is given to those messages as well. I find that as president certainly I'm called upon to communicate on a constant basis. I write constantly. I'm always honing

those as well because I think that you can never capture all that you need to do in the communications area. I believe in people and I try to give people good feedback. And so that's the interpersonal part of it. One interesting thing here is that my first administrative position in a community college, I had my evaluation with my supervisor and one of the things that she told me I needed to work on was my communication skills. Not my interpersonal communication but my speaking skills. So I have been working on that for the last 30 years. And believe me, I'm glad I have. I am most comfortable with the different groups I have where we talk to one another. I've grown to where I'm an acceptable to better than average speaker. That's not speaking to 600 people out in an auditorium with the lights coming in on me and I can't see their faces. That's not my favorite environment but I've gotten to where I'm fairly good. I'd much rather have people where I can see their facial expressions. I need their nonverbal feedback. But I perform better in that arena. Like I was always much better in the classroom where I'm connecting with people than I am where I feel like I'm just speaking to you. But I have to do that. So I've learned to do it fairly well. It is just a challenge on a regular basis because it's so easy to miscommunicate. I find talking with and working with those individuals and groups is an easy experience. Now, the challenge sometimes is in working with others as it relates to interpersonal skills because sometimes I'm misread in terms of intent and sometimes there might even be a question of whether or not a person can be genuinely interested, because of experiences that people in our college community have had. But I find that my ability to be open to and to listen and to then respond verbally has served me well in this leadership role. I don't use e-mail as much as some and I think the reason is that I think that the chance for miscommunications in e-mail is

pretty good. And so where I can it's either face-to-face, telephone and the last resort is e-mail and that's usually just for very short responses or short messages but I rely far more on the interpersonal skills in working with people here at the college. The listening end is one that I work on much more because I'm not as strong in the listening as I am in the verbal. I think, in my interpretation of, well you have to give a lot of bad news to people. And I've learned how to fire people so that when they leave the office they feel okay. I've learned how to tell people that they're not going to get the budget that they asked for or that they're going to be reassigned. And I just think you get more comfortable with that as you do it. It's a learned by doing thing. So the very first couple of seconds I do the worst part. This is going to be uncomfortable; this is going to be painful. That happens within 30 seconds after they sit down. Then they're numb. And so then we start talking about 'now let's spend the rest of this hour - I've set an hour aside for you because it's very important before you leave this office you know what the next steps are'. I don't know whether communication is a natural process but both verbal and written communication is fairly easy for me. I think of myself as being an effective communicator and the biggest surprise as a president is to find out that those same skills that I've been praised for before I was a president weren't exactly seen in the same way once I was in the presidency. The fact that I talked about everything with everyone and that I was collaborative and I was team building and I was building coalitions for decision making were seen as a real strength when I was a Dean and when I became the president it was perceived as not very presidential and sort of maybe not hierarchical enough. And the way in which my communication skills were evaluated had as much to do with the historical expectation of the institution as it did with the skills the president.

There was an expectation that there would be traditional communication of the straight line and so on and so forth, so people's perception of communication skills has to do with their expectations. My communication is more collaborative and more talking to people and for those individuals who are looking for someone to pound, pound the table and say 'This is the way it's going to be', they may not necessarily think that my way is good communication when in fact that's the very communication that's brought me where I am. Communication is situationally defined and if you don't come to the presidency with a good sense of confidence about your own communication skills, I promise you you'll have it dashed in a moment."

I also think it's very important to do a lot of written communication.

Communication is *more than just verbal*. "I work very hard to be an effective writer when a written response is appropriate for whatever the situation is in the college. I am out and about in the college both with students, faculty and staff in an effort to hear, as well as, convey whatever it is that is on my mind and to respond to whatever is an issue for the institution to the entire college community. I also think it's very important to do a lot of written communication. I've published a lot and I think that that really is very important to getting both my college's story out but also the community college story out, which is often not well understood. I'm not a speaker that, either in my writing or in my speaking uses a lot of words. I never did well on essay exams because I couldn't go on and on and on. I was just very concise, which was unusual so whenever I was in graduate school I did well in CCLP because I could be pithy. I think the stereotypes come into play because I get misread or underestimated and this has happened throughout my entire career. Because I am reserved, I am quiet; I prefer to listen than to speak. People

sometimes misinterpret that as weakness or not having the strength to do the position. Not having the wherewithal to be a strong leader. But I'm not the kind of leader that has a need to dominate or to take the spotlight every minute of the day. And what I'm needing to work on now is to just be more of a marketer of myself, which is something I've never been. And it's important to building communication because the president is the face of the college. You are the living logo. And then there's the nonverbal. Nonverbal to me includes dress and it includes appearance. The first impression that you make on people is, as we all know very, very important. So I make it a point to be well groomed and dressed appropriately because I know people see me from a distance and we don't have a chance to talk. All they're going to see is what they see. And that's important to communication."

They have to feel that you understand their perspective. It's important to *include everyone* in communication. "I think everybody that comes to your office or if you go to a meeting at a college they have to feel that you understand their perspective and their field and their discipline. I think it's very important to be visibly supportive of the different components of your organization and that includes custodial maintenance, and make a certain amount of effort to make them feel like I respect them and understand them. I've got two, two of the more effective things internally that I've done. One has been to, every month I invite about 40 employees, all different levels within the institution, to have lunch or breakfast with them. And it's no set agenda. It's time to ask questions about anything you're hearing about, rumor is, da-da-da, whatever, time to talk to each other. So I do that once a month. Also, because our classified specialists always feel like they are left out in some way, I have a meeting with those groups at least once a

semester. Now one of my Vice presidents has meetings with the faculty two or three times a semester. Then each month after the Board Meeting, the day after the Board Meeting, I always meet with the administrators to talk about anything that's going on at the Board Meeting. Plus we have fairly strong governance system, very participatory process.”

Community

Presidents must be involved both *inside of the college with faculty and staff* and *outside of the college with business, legislators, and community organizations*. Both of these constitute community.

The way in which you create community also creates energy. Building *strong internal community* is important for success. “Open door is a cliché, but truthfully my door is always open unless I’m in a private discussion of some kind but people are always free to wonder in without appointments. I participate in college events. I’m visible, I’m present and just basically friendly. For building the community or the constituencies inside the college, it’s proven to be a real strengthening. I think some of it is because of my previous years of work as an academic leader, working with faculty and staff and even with academics and students. So what I do is I make myself available, if at all possible, to open forum, to meetings that are of interest to a work group where they would want me to attend, or a group that I would convene to share college information and/or new experiences that our institution is likely to encounter. So bringing together groups and responding to groups, even to students is something that I enjoy doing and I

think it certainly does well in terms of building constituencies inside the organization. If you don't have a sense of community around those things and everybody goes off and starts feeling isolated and doing their own thing then I think the sense of family and community goes away. But one of the things that we've tried to do is we've tried to grow the number of activities and events that helped to build a sense of community such as our convocation that we have in the fall where we recognize teams and individuals. We do something around our vision or our values or something else of importance. I have focused more on the internal community than the external community. I also believe the college has to be a part of designing what the vision is. And so the community aspect is crucial for me in feeling that most of us are marching together holding hands in the same direction. Before I came to this college but after I was selected, I sent the college three questions. What are the three best things about the college? What three things do you think could be improved and what do you think the first action of the new president should be? And I got lots of wonderful responses from the college. And so the community happened at the vision level because they and I together found the strengths and the weaknesses. I think all of those are important elements. What happens I think without a community is that you really can't build the kind of collective momentum that you need. If you just have a group of individuals, you aren't able to move an institution. An institution has got to be made up of a group of people. I also think that the way in which you create community also creates energy. It creates a force of participation and that really leads to accomplishments that you just couldn't even imagine. So I think by building community, it's possible to build a very incredible structure. And internally you have communities that you have to network with within the college and all that's

important. I can see where, as a president, you are representative of so many constituencies and everyone wants to feel like they are wanted on that campus. So for example, if you're a female leader, you want the men to feel like you're supportive of men too, that you're not just going to be pro women all the time. And then the constituencies internally you have to again reach out to the various employee groups and support them. You know faculty, of course, want to be supported at a higher priority. But everyone wants to feel like they are needed and wanted and appreciated. And that pays back dividends in terms of giving you support. Giving you stability in terms of their relations on campus, and then giving you additional support when things may get sticky."

It has as much to do with the perception that the president is connected. A community college president must be connected, *whether real or perceived*. "It's the primary characteristic that a community college president must have. And even if a community college president isn't connected, if people think that that person is, that's all that's really important. So whether it's just plain 'ole visibility and not connectedness or whether it's real connections and personal relationships, it doesn't make any difference, it has as much to do with the perception that the president is connected. And again I will say that each community with which I've worked has a different definition of how connected the college and the president and the staff should be. I think it's also important that the president be aware of the level of connectedness that is expected and match the expectations and if there's an expectation of change, do so in an immediate fashion so that in fact it's not a dissonance between expectation and fulfillment of that connectivity. So it's not just the sense of community but it's also matching the expectations of the community for connectedness. It probably is in the more urban and suburban

communities where you're probably more forgiven - forgiven in terms of the expectations for sense of community. But there still is a definition of community that exists and needs to be assessed for a president. That's why I think it's really critical that you be sure that you have good vice presidents who are appropriately representing you within the college and keeping that connectiveness there. I know when my vice president has his back up against the wall, he always works in some way to show the value of my work at the capital to them, and if you don't have that, if they're not out there supporting you and promoting that this is the right thing for her to be doing, you might have trouble."

I think its part of my job to be the voice of the college outside the college. A president must build community *outside of the college*. "I think it's really important to represent your college and the community and be out there for it and to build relationships and to build the foundation and build donor bases and be involved with the Legislature and have them support you and all that kind of community building. My staff, my college, internal college community will tell you that I'm gone a lot because I'm much more of an external president. But that's been beneficial to our college. I've taken on state leadership roles, which is means I have to be in the capital a lot as president. I work with a couple of service organizations, a women's shelter and a drug/alcohol abuse organization, I'm on their boards. So, I think it's critical that being a community college president be actively involved in all these kinds of things. In addition I'm in the Rotary Club and I'm active in that. Externally because of my role as a president, I think its part of my job to be the voice of the college outside the college. So I have gotten involved in a wide variety of activities both in a participatory role and a leadership role in things that represent the values or that build connections for the

college. So as a president I am building constituencies outside the college, I would say almost more than inside. Maybe it's just also a fact of having been president here for 12 years. On the outside we are on a regular basis interfacing with foundations and business groups and corporations in developing partnerships whether it's a profit or a nonprofit with the college. And so part of what we try to do is to find out what are those commonalities that we have with others outside of the college. What are those common interests, common goals? And we try to build relationships around those rather than force fit something that doesn't work. And you have to be much more creative in finding ways that the college, with its perception of intellectual prowess, will be accepted by a small community of Korean immigrants or the hugely growing Spanish community who don't support education perhaps at the level that other communities do. There are so many external components that it's proven to be a little more difficult because there are so many communities, what I'm going to call components that need to be served and want to be served by the institution. So there's a constant effort on my part to be available, to respond to within the framework of what the college can do, for the community as well. It requires awareness all the time on my part of many of the organizations and many of the community components. And so I continue to work to be as effective in the external community of the college as to the internal community."

National involvement has been very powerful for me. Involvement on a national level is more *personally focused*. "I have been for years, for years involved on a national level. I was on the Board of AACC. I've been on the Board of ACE, the American Council on Education and I feel very comfortable either representing the college or just personally bringing my own skills to the national group. Once you're out

there, then people are interested in your being involved in other ways. So that exposure leads to more exposure. National involvement has been very powerful for me. I've served on the Board of the American Association for Higher Education and I would consider that my intellectual home. So it's very important I think to have both that stimulation and also to have an outlet to try some of your ideas, to test them out on the national stage. When I was first a president I was more involved at the national levels, but since then I really haven't done much at the national level because that has so little impact on my institution and I'm not personally ambitious. I don't need a spotlight for me. Now that's not what it's about. So, I'm very, very happy just doing my thing locally."

Composure

Female presidents believe that a person should always remain calm, cool, and collected even in the face of criticism.

I can't be in here in a cold sweat. The female presidents felt that it is imperative to *remain calm* in all situations. "Well I think that's really important because people expect their leaders to be, well for lack of a better word, in control. They panic if the leader panics at the least little thing so then how does that leader provide leadership to keep others focused on the task at hand? So, I think composure is really, really important. I can't be in here in a cold sweat. To the public I am very composed. But I think that's very important. I am not excitable. I don't tend to not overreact but just get really excited and get inside of debate or argument in the institution or externally. I'm a listener who will evaluate and then comment and try to remain objective. And sometimes we win

and sometimes we don't. But I tend not to get overly excited about whatever the activity is and try to remain calm. I'm sure for every president of a college 911 was a day that you will remember both for the event and what happened at your college that day and the decisions that you made. And I was proud of myself in that I was able to maintain complete calm and model that calmness. I stayed calm and was a force from the beginning and I look back on that as a gray serious thing that I accomplished well. You know I can't say that I always keep my composure. But I don't lose my composure often. You have to have it. You can't fake it. You have to keep a good head when you've lost it. It does a lot of damage, much longer than the moment. I think composure is gender blind on presidents. I think you just have to have composure. And you know they're going to screen that out in that selection process which is pretty high stress. If you can't get through the selection process, a lot of that is composure. And you're pretty vulnerable during that process and it's pretty exhausting. I don't think you can get there without it. And one of the things I always think about when I think about composure is I think about breathing. It's like when you feel that you're losing your composure. It's really important to take a little time to relax and reflect and not react. I think the worst thing a leader can do is to get defensive. Because even if you don't have a clue what you're doing, you have to act as though you do, so that others will remain calm and focused. That is after all the purpose."

I just decided many, many, many years ago that raising my own blood pressure and getting bent out of shape over things doesn't usually lead to solving the problem. Being *objective rather than emotional* is a much better way to handle problems. "I view this as an opportunity, as well as a challenge. So, I'm able to look at

things organizationally and when there is pressure, whether it's from a group, whether it's from an individual, whether it's from a community, I do everything I can to remain objective to communicate the position of the institution that I'm responsible for or my position if appropriate within the institution and try to remain calm. One of the things I think is hard about academic institutions is the extent to which personal invective is allowed as part of the normal discourse. I think its key that you're able to know what you want to say. Also be prepared, know who the adversary is, whatever the person who is setting themselves up against you, what they might say and being able to try and keep it on the real issues. And the real issues are always about student success and if you can really continue to focus on that and hold that as a sort of key part of what you want to focus on, you'll usually do okay. I also do a lot of deep breathing and I think being prepared. Really thinking about what's going to happen in that meeting. Being clear about what your message is. Really practicing. I usually do it mentally. I can't say I really write something, but practicing like what are the key messages here? What are people concerned about or angry about or disagree with me about? What do I want to say and how am I going to say that? I have just decided many, many, many years ago that raising my own blood pressure and getting bent out of shape over things doesn't usually lead to solving the problem. I try to approach it from more of an analytical view of getting the problem solved than getting emotions involved. So over the years I've made sure that when there is a crisis, when there is something that has created a lot of chaos I just kind of make sure I calm myself down before I approach it. I find when you're angry about something you're not using your best judgment and my most comfortable mode of operating, and this is personally as well as professionally, is to try to approach things

much more from an analytical basis, much more from a reasoning basis. Much more at trying to get to the facts and putting the emotionalism of it to the side, because you just spend up so much energy and you don't get to the heart of the problem and the crisis. If you can get to the heart of it and look at the potential resolutions to it and if you look at all the different sides of a crisis, I think you can get to some potential resolutions easier and faster and be done with it rather than holding on to it through emotions."

Even when it's all good, you can't stay on the treadmill seven days a week, day and night without having some health problems. Conflict can *challenge* composure. "You have to be rooted in such a way that you can bend with the blows, basically. You have to because you're going to be criticized no matter what. With every decision you make somebody is going to be unhappy. You're going to have people who are going to blast you publicly with e-mails. You're going to have people that are going to just basically disrespect you in so many ways. Or sometimes things blow up.

Emergencies occur or things - the ball gets dropped and you have to be resilient, you have to be flexible, you have to recover quickly. When you spend 18 months of your life getting up every morning with pride, but to get up to read the paper to see what they're saying about you or the college, you know, it's hurt. I don't like to hear that she's in collusion; she's got a conflict of interest, she's doing all this underhanded stuff.

Fortunately I had good friends that I could talk to behind the scenes. And so, maybe I said a few things to this close friend about what blankity, blankity, blank I thought was going on. But in the public I had to keep the faith. What did it do to me? Internally, sure after four or five years and being a new college president, I started, like the men, having some health problems. You know the men do. The men almost all do. Even when it's

all good you can't stay on the treadmill, seven days a week day and night without having some health problems. If somebody's being critical of you, it's important to listen. And you may be losing your composure inside about it, but if you just keep listening and breathing, you know you can get through it. We have this Board Workshop coming up, so I'm having this sense of dread about going. I need to be able to go down there and be calm and not let emotions that I have around our past budget processes make me less effective because I'm taking somebody on instead of trying to work with people to think through the process. You know sometimes I lose my temper with somebody. I don't like to lose my temper. But sometimes it's effective. But I think 90% of the time it's – you're more effective if you don't lose your temper.”

I think women are viewed as more emotional. The female presidents perceive that women are expected to remain calm, while *men can act out*. “My staff would say that I'm the most composed under fire. I don't know if that's necessarily good all of the time. There are times that I question that as a woman, because I know that is a characteristic that's expected of women. It's not a characteristic that's expected of men. And I've often wished that in fact that I could express the level of upset that exists inside of me for individuals who either don't perform in tough situations, or where they're not stepping up to the base. There is definitely a different gender bias towards composure. Women who cannot be composed under stressful situations don't make it. It's acceptable for men to act out more than it is acceptable for a woman to act out in clearly stressful situations. I think women are viewed as more emotional.”

Decision Making

Decision making is viewed as a critical skill for presidents, which includes knowing when or when not to make a decision as well as who to include in the process.

I tend to like to get all the necessary information. In order to make effective decisions, it is imperative to have *all of the facts*. “I’m one of these people that like to look at all the options. I tend to like to get all the necessary information. I like to really consider consequences and what this impacts on. And I like to hear some variety, in terms of perspectives. Now I’ve been into this for 33 years so there are not a whole lot of new decisions, but even though things are not new decisions, you need to double check occasionally to see if circumstances are still the same. Decision making isn’t about the moment of decisiveness. Decision making is about strategizing long in advance of the options for everything that exists within the college long before they occur and adjusting them as they, as the circumstances move along. I think the individuals who are drawn to the presidency are good at looking ahead and strategizing. That’s one of the things that they enjoy about the presidency is being able to facilitate out positive outcomes. I try to get as much information as I can possibly get from the widest base of involved and concerned individuals. I make decisions by trying to get all sides of the issue and talking to - trying to involve all of the stakeholders that will be affected. I love data. I think you take the information and utilize the information in relationship to the institution itself. I can make a decision that positively affects our institution.”

If I make a mistake, I make a mistake. Sometimes decisions need to be made by the *president alone*. “I know that the buck stops here and there are times when I

cannot achieve a collaborative decision or I know that the issue is so inflammatory that it would create more trouble to try to get some kind of consensus and so I just do it myself. And all of that is simply knowing your school and knowing who needs to be at the table.

I would try to make sure I had all the facts, that I had gotten opinions from different people before I went forward to make a decision if it was something that was in my jurisdiction to make alone. If it was something that was a decision that was best made in an inclusive way I would involve, depending on what the situation is, I would involve the appropriate people with the information and who should be involved in the problem. And that's a little unsettling for some people because typically in a hierarchy like hospitals and educational institutions there's a sense that title gets you a seat at the table. Title doesn't always bring the expertise that is needed for resolving problems or problem solving. But it's the people who have the best expertise that's most appropriate to be at the table. And also being able to - when you don't have time to look at all the options to just say this is my decision, we're going with it. And it's the best decision I can make with the information I have right now. And sometimes you have to do that. So, it's tough if you're a person who likes to look all the options because you want to say 'Well, could we check this out and check this out and check this out'? And then, you know, you just don't have time to do that. And so you've just got to say, you just got to be okay with saying, 'Okay; if I make a mistake I make a mistake'. They say I'm not an effective leader because they claim that I don't make decisions but the reality is I'm making the decisions that they don't like. I just wasn't going to go where they wanted me to go. Even if that meant losing some people that used to be supporters. That's the sacrifice I was willing to make. I was not going to compromise the institution just to stay

on good terms with somebody who claimed to support me. Truthfully I found that a lot of individuals don't have the same level of intuition and observation about little details as I do. I think most men do not lead like that. I think it's a more likely female trait. Women use intuitive leadership, although I know men who do. I just think that women trust it more. I think that we run into problems because in education and Higher Ed nobody's ever really been definitive about who gets to make what decisions, therefore you have faculty thinking that they get to have the last say and you get deans thinking because of their position they get the last say, you've got the president thing, but I'm the one who's out front and I'm going to get either blamed or rewarded for this, so I want it to be my decision. So you have all these competing entities. And then the students enter into the picture only when they're not getting what they think they want or deserve or have paid for. So that's why you have to spend the time on the front to lead to good decision making on the back end."

There are still times when I think nobody is going to be interested in something and I find out after a decision has been made that "Oh boy, was I wrong". *Collaborative decision making* can be an effective organizational tool. "I prefer always to make collaborative decisions at whatever level of the organization. This seems logical to me. That's why to have consensus or at least the discussion is important. There are still times when I think nobody is going to be interested in something and I find out after a decision has been made that 'Oh boy was I wrong'. So, this is the area I think in which we're the most vulnerable, but it's also one of the most important because the decisions that we make determine the life, the future, the quality of existence of the institution, the quality of experience for the students. It doesn't work to try to avoid

confrontation but I think you can have differences of opinions if you're respectful about them without them turning into battles. So I always try to couch in impersonal terms and say I know this is not what you want to hear but this is the direction we're going in and here's why. Decision making for me is based on information and based on impact to the institution. And it's often made in collaboration with those persons responsible for some directive that's been given to us by the larger organization. So, information is critical and also giving people the background and the rationale and the information because what they don't know they'll make up. And that's often more dangerous than the truth."

It's like getting that balance between taking the time to look at the options and then knowing when it's time to make a decision. *Timing is critical* in decision making. "There are some decisions that can be made really fast but there are others that you need to take a little bit of time. There are not as many of those but there's some, because a lot of ramifications or whatever, you need to take the time to be sure you have full information, and that your people are giving you the full information. But it's really important to get the message through data and information and be sure that the right people have been included in providing that information. And don't take forever. Make decisions. The key thing is making decisions in a timely manner because you can be criticized for taking too long to make a decision but you can also be criticized for making a knee jerk decisions. I think presidents delay making decisions too long and people get really uneasy because they're waiting for the shoe to drop. And some people do that as a strategy but I think that's game playing. I pretty much like to bring a lot of the effective people together and say this is important and we need to make a decision and then we need to figure out how we're going to implement the decision and then go forward. It's a

big decision. So I don't like to keep delaying for one more piece of information so that you have the perfect decision. I'd rather make a decision and have it not be quite right and then fix it again later. I would say honestly my Achilles heel is to jump to a decision. I'm a person of action and I think that probably is true of a lot of presidents. And I worry that I make a decision too quickly. And I think what I've been learning as I get older and wiser in this job, hopefully, is how to delay a decision a little bit. And also to make sure that you've really tested your decisions against some people who are going to take a different perspective. It's like getting that balance between taking the time to look at the options and then knowing when it's time to make a decision and that you've got to choose one of the options. I think the question of when to make them and not make them challenges me everyday. It requires a different kind of study, a different kind of evaluation. But I have been, what I would consider fairly successful in determining that this is not a decision that needs to be made and to redirect in order to get it back at another time or to have it resolved in a different way."

Empowerment

Empowerment is viewed as giving opportunity with accountability. It is giving individuals the freedom to make decisions as well as mistakes. It is believing in the talents of others.

What I think of as true empowerment is when people make mistakes.

Empowerment is given when individuals have the freedom to *make mistakes and learn* from them. "I see empowerment as giving people the freedom and permission to learn

from mistakes. Make and learn mistakes. I like to tell young people when I talk to them and I can also say this to staff, it's like 'It's okay to make mistakes but learn two things. Learn from them and then make new ones. Don't make the same mistakes over and over.' It's giving people the authority, the freedom to make those contributions. I believe that first of all empowerment is about establishing an environment where people trust each other. Where it's okay to make a mistake as long as you learn from your mistakes and that it's also about taking responsibility. So if I am giving somebody, let's say, the power to make a decision when a student comes in with a problem, the power to make a decision about how they're going to handle that problem, what I think of as true empowerment is when people make mistakes. I think that true empowering is giving them something to do and watching them even when they're going in the wrong direction, talk to them, see that they really want to do it and they're doing it. If you think they're going to get in trouble you let them get in trouble, and then they figure out how to get out and then they learn a lot more. But if it doesn't work, you're there to help them talk through how they're going to fix it. But you don't fix it for them. So it has to go all the way down, responsibility and accountability has to, I think that's real empowerment."

My belief is that people live up to your expectations of them. People can be empowered through other's *perceptions or expectations* of them. "My institutional success has been based on my ability to get and keep not only the respect but the desired response from the people in the organization that are directly responsible for all of the components. So as we create expectations I give them, whether Vice-presidents or deans or directors, the responsibility for the leadership and the management and the accountability of those units. I don't have a need to have all of them do exactly what I

think they should be doing as long as the accountability piece is there and we serve well. So my effort is to empower everyone who signs on for an assignment or a responsibility to develop it in a manner that they are the most comfortable as long as we meet the desired outcomes. If you're doing your job within your realm of responsibility, you have the ability to make those decisions. If I find you're not, then you might get pulled down a little bit and you have less. You're less empowered to operate independently. So, understand that within every level of the institution, there are different opportunities for decision making. But there's some that you would like to make that I'm going to make or your Vice president is going to make and that's okay and you're still empowered. But that's real hard for people to understand sometimes. I have to trust people. You have to earn my trust and then you are empowered to do whatever. Part of this is giving people opportunities and then giving them skills to reap those opportunities. I think that the issue is of finding ways to really identify talent, grow talent, let people reach sometimes a little bit farther than you think they can go. Allowing people to have failure, but not only allowing them to fail, to support them in that. And to keep focusing on growing and moving people forward is very, very important and I think others empower themselves. I think you provide opportunities for them to participate, and then I think others within the college or within the institution bring to the opportunity their gifts, their talents and their skills. So I don't use the word empowerment and when we talk about it at the college or people will say 'I don't feel empowered to do something' and I say you know my own personal philosophy on empowerment doesn't lend itself to that. I can respect yours but I think we empower ourselves to do and participate. But I think there has to be opportunity within organizations. We have to foster those opportunities for others. I tend to always

look for the best in others and I tend to trust others until they give me reason not to trust them. And I think that helps other people to feel positive because I'm generally positive in my evaluations of them. But it also allows me to say to them 'Well you're doing a great job and all this stuff but you also have these things you need to work on'. And they take that well because I'm finding the best in them but I'm also empowering them to improve. My belief is that people live up to your expectations of them. And that's in both a positive and negative sense. If we expect the best, ultimately we will get it. Not right away but ultimately. I think you do have to empower people that they're – that they are important and their input is important, that you do expect the best out of them. And people live up to those expectations of them. And conversely if I expect people to behave like idiots they will. So, I'm never disappointed on that score either."

I think that's a weakness I have. Some female presidents tend to have *difficulty letting go* while others *tend to over-empower*. "I see a lot of women who don't keep power, they delegate, but they still keep their finger on it a little bit too much. I think men really will delegate, walk away and really turn their back on the lion. And I don't know that women have it. It's not as easy. I think that's a weakness that I have. As far as really giving up the responsibility, and I think of empower more as responsibility than I do power, power being kind of an uncomfortable thing for women still, I tend to still want to check up on things. When I give a project over to the right person, I say 'Go do it', but then I tend to want to check on it. So I think that's a symptom that I still find it difficult to empower others at a level that I can just know that it's going to be done, and forget it. The buck really does stop with the president. And you can entrust people as long as you want to and as long as you can always count on the work being done

correctly and in time and all this. So, I'm not sure it's trust as much as it is my sense of responsibility for making sure that things are closed up, finished, complete. I think there are a couple down falls. Number one, when you seek and you foster the best in others sometimes they think that if you foster one or two things, then you like the whole of them. And I tend not to want to talk about all of the faults but then they say, 'Well all of me is okay'. And it's not generally understood that in fact there might be things for everyone to work on too. And so I think you can over-empower. If you're open all of the time there's not a 'more open' to be and that probably is a mistake that women make. And so you use that as a comparison to empowerment. If you empower all of the time then it's not necessarily appreciated. There's nothing to top it with. And the second thing is that, and this is a problem I have, is that when you're looking for individuals and characteristics of individuals, there are those people who have predominant characteristics who you really want to work with. But it's the hardest thing in the world then to still find teeny tiny things in those individuals who are the least skilled to encourage."

Focus

For the female presidents, focus, purpose, and vision are critical. They believe in staying true to the course, maintaining direction with laser-like purpose while always looking into the future.

The real trick is getting everyone on board and realizing this is about a living, being organism and not just putting in their time. The vision must be *embraced by the people*, not just the president. “I never thought much about whether I was a visionary and it’s always interesting to me that people in the college often will introduce me as a visionary. And I think the reason for that is that I figured out very early on as a president, that if I wanted to create a culture that was student centered and collaborative, I had to work with the faculty and staff to create a vision as well as a set of values that was focused on that. And it became apparent, that unless I purposefully worked with people to create what it seemed like everybody wanted but what wasn’t existing, that it wasn’t going to happen. And so the vision, in my opinion, ought to be so strongly held by the college rather than by the president that when that president leaves the vision continues. And a marker for me will be when I leave this college in a few years will there still be things underway that were kindled during the time that we decided who we’re going to be. To me vision’s developed by the total environment or institution, and it’s kind of a general direction is how I’ll call it. So yeah, you need that overall guide and principle. We all know about the visual, the auditory and the kinesthetic. And for those people who are kinesthetic a vision, that presumes a visual ability to vision. Well, you know, not everyone can. And so I think that you need to

constantly change that vision so it has both tactile as well as auditory and visual elements to it and to do that in a way that is continual and consistent as well as varied is the biggest challenge that we've all had. I think the trick - the real trick is getting everyone on board and realizing this is about a living being organism and not just about putting in their time."

It's as important to know what you're not going to do, as it is to know what you are going to do. It is important to be *clear, consistent, and laser-like* about the college's purpose. "I knew going into the position when I took it that if I didn't take time to determine three or four things I wanted to focus on that I would not accomplish anything in terms of bringing the college along on something. And so I establish for myself every year two or three priorities that I would focus on. I think it is critical to being a leader who moves your college forward on important issues. I can't say enough about purpose and I try to stay laser like focused on the purpose of the college and my own personal purpose. I have a purpose statement for myself. There is a purpose statement for the college and that's the mission statement. And I just keep focusing on those and as we work at the college through things I will often in my speeches and my presentations go back to the purpose and take people back to the purpose because I think our actions, our behaviors come out of the purpose. If they don't then they tend to veer from what we're trying to achieve. Envisioning the prospects for our community and college together we are living out and moving forward in a very planful way toward a vision for expanding the college and we are doing bits and pieces of that every year. Twenty-four hours a day I eat, sleep and drink the college. I focus on the college all the time. In the middle of the night, driving in the car, I focus on the college way too much.

Keeping focused on large issues in the college rather than minutia is more difficult because the minutia seems to be what is handy all the time. There's something on your desk that is minutia and you have to be able to reflect and evaluate how you're spending your time and your effort and whether that time and effort is being directed at the most important things at the college. On the really big ones, presidents have to be pretty single minded. Keeping it really simple and then moving forward incrementally with where we're going with this. And I found that it really allows you to see things in perspective and as a process and also to keep your eyes on the prize. To keep looking at 'Where do I want this institution to go, how am I going to get there? If this particular way is blocked, what are the other pathways to enact this vision'? So I find it very motivational and it allows you to see that a movement is often iterative and cyclical and to hang in there through the low points knowing that you're going to keep moving an institution forward. It's as important to know what you're not going to do, as it is to know what you are going to do. And that is often the component that's left out of our planning and our talk about mission and vision. In order to maintain clarity we have to know what it is we're not going to get sidetracked by. We can't just chase every grant that comes in or chase every idea of every program. The things we do have to fit into an overall scheme and an overall pattern and be within our means and be appropriate for what we're doing and if there is a good strategic plan in place it can save you a lot of heartache from chasing those red herrings. It's fascinating because you have to juggle so many balls and you've got to keep track of all of these different directions internal, external, and be aware of all these agendas but at the same time you have to be laser like in what you're going to implement and what you need to execute. And it requires sometimes that we come back

and revisit our institutional purpose, our institutional goals, when we move off in directions that are inconsistent with that. Not the easiest challenge we have because there are new opportunities and new dimensions to this work everyday. And so we're constantly reviewing and sometimes redefining whether or not this is a component that's consistent with the work we do as an institution. You pretty much have to have a constant message. It's really more effective if you can look at it as a sequence of events and tie them all together so that you really are consistent with your message and your building and that way you don't overlook or create any confusion or omissions by not being focused."

Girl Scout

The Girl Scout motto of being prepared and being respectful are part of being a girl scout. Being congenial to others, but not necessarily nice is an important distinction.

I'm not nice to not nice people. It is important to be respectful, but *not always nice*. "I think that working collegially with people is important. I frankly think that too much emphasis - you know you never say about male leaders how nice they are. You talk about how forceful they are. You talk about their vision. You talk about their ability to move people to create action. I bet you could do a content analysis and talk about visionary leaders who are male and nice will never come up. So I do think that's a pretty gender bound expectation that women struggle with. You know, in some ways I think it's important for women not to be nice, be prepared but not nice. There's no doubt about the fact that there's a higher expectation for women to be like that. Our "busy girl" expectations. It's my life. I grew up and there was always the expectation, we were

supposed to be good girls. We were supposed to be respectful of adults and we were supposed to be nice to everybody. I mean those were my parent's values for me. Well I got into the workplace and when I got my first supervisory position I had to deal with situations where I couldn't figure out how I could feel like I was being a nice person and deal with a supervisory issue, so I found that very difficult for a long time. Sometimes it's still difficult. To strike that balance between being a nice person, being respectful of a person but still dealing with their behavior problem or their lack of professional demeanor or the attitude that was affecting their work. Nice is not necessarily a word that I would use. It's treating people like you want to be treated. It's giving them benefit of the doubt. It's exhibiting friendliness, not a gushiness. But it's not necessarily saying you're smiley, you're touchy, you're feely, you're anything that may be associated with nice, but it's being kind to people. I can tell you that I was not a Girl Scout but being those things has backfired on me because by being nice people think you are weak. And by being prepared people think you're too cautious or you take too long to get things done. We need to be more assertive. Don't allow others to take credit for our ideas. So I think that's something that we as women need to have more conversation about that because there are a lot of confusing messages. You know as girls, Girl Scouts, you're taught to be nice but yet once you get into the Board Room you need to be more assertive in order to be respected or viewed as a leader. But I think as leaders, definitely people want assertive people. They want people who are go-getters. I'm probably too nice and I am often too prepared. I'll often go to a Chancellor's Cabinet Meeting and have done more homework than anybody else in the room. I'm a child of the 50s and that was certainly the generation when girls were suppose to be girls and there were certain

expectations of niceness and pleasantness and courteousness. And I think I brought those forward and I don't think they're bad. I think that common courtesy is never wrong. I think that there is a graciousness and an openness that comes from the Girl Scout mentality and for being honest and truthful, which I try to be at the level that is appropriate. I think that as a woman, you know this idea of caring and I don't know whether that's a maternal characteristic or what, seems to be a part of who I am. And certainly, I'm not sure about being nice but certainly caring, being interested and not in the detail necessarily but in the well being of people and the environment. Prepared for sure to do the work that is required and for me just being respectful. It's just critical that there is some valuing of people in this institution in order to have that same value returned. I mean to be respected it's necessary to respect and value people in the organization. That doesn't mean that there are not challenges and they don't have to be addressed but they are addressed in a way that people are respected and as a result I certainly have an expectation of being respected as well. So concerned and always interested and, as I said, that could be a maternal instinct but I'm not sure about being nice, but certainly I don't think anyone would say that I was a good girl. Oh and I think it probably has to do with what I'm trying to think of as nice. I think it's, probably in my mind, immediately what comes to mind is kind of goody-goody. You know, always a yes person and always available and always... and I've had to learn that you know you really can't be everything to everybody. It's just not enough, there's just not enough time. And you're not going to meet everybody's expectation. And so, while I work to be gracious in saying I'm not able to do that or I'm sorry that's not something that's of interest to me, I don't feel that it's necessary to always be available to do what somebody else expects

me to be able to do. It has to do with the respectful part of interfacing with others and being congenial because otherwise it's very difficult to get group and team work achieved if you aren't. And so I think it's those intimacy pieces of relationships in terms of working together and how important that is. Here we talk about having a caring environment and how important being student centered is, how important about caring about each other is. So I think there's that entire reciprocal kind of interface or interaction accountability that I foster a lot here because it's something that I strongly believe in. I will regularly say to my direct reports 'What do you need from me that you're not getting'? And then I will also say that to them individually or collectively what I need for you to do or to be in order for me to achieve X or Y. I think for me it basically boils down to treating other people with respect. Because as we learn from George Baker, where you stand on an issue depends on where you sit in the organization. So everybody has a point of view that is deserving of respect. Everybody has a being that is deserving of respect. If I want people to respect me and the position I hold, then I have to return that in kind and sometimes maybe more so. Being nice is, yeah, you have to. Yeah, you have to be cordial to people, it's not nice but not cloying. It's having a sense of self. If the leader has a sense of self and is comfortable in his or her own skin then all of these other things come naturally because you get away from the insecurities and the worry about competition, or undermining, or the mistrust or the paranoia. It's like 'Hey, this is who I am'. I am honest about it. I am comfortable with it. I am open. I want you to accept me for who I am therefore I have an obligation to accept you for who you are. It's a two-way street. And to me that is the most important thing that underlies the presidency. I have heard more stories than I want to about presidents who are imperious,

are bossy, are disrespectful, dismissive and that's just not how you get things done. I have also seen women presidents who go too far in that direction. They are so afraid of being nice. I think we equate being nice with being ineffective or weak so I'm not nice to not nice people. I had a reputation, I haven't got it yet in this State but I certainly had it in ___ State, that you didn't really mess with me or lie to me or undermine me or anything of that nature without really seriously regretting it. I think there's another part to being a Girl Scout and being nice that I think that women do it a lot better than men do. And that's remembering birthdays and dropping by if somebody has been ill and showing up at funerals even if we have a really busy day. And remembering your secretary on the right days and sending thank you notes. All that takes time and you feel really pressured. But I really think that that goes a long-long way and it's just being a nice human being. I guess that's Girl Scout."

Passion

Passion is believing strongly in what you are doing, it's what keeps a person engaged, it fuels the desire to communicate it to others.

It's good for you, it's like milk. Having a passion for community colleges drives the desire to *get the message out*. "You know I think of people who sell stuff and I was never a person who could have been a salesperson or selling something that I didn't really strongly believe in. But I can sell community colleges. I believe so strongly in them. I mean you're selling something and passion is part of selling something. In my line of business I'm selling education. It's good for you, it's like milk. And so if I don't care deeply about it, if I'm not passionate about it, then why should anybody else be?"

That's part of sales. I will often tell people if you don't have the passion for it, stop doing what you're doing and do something that you really do have passion for. There are times when my passion is confused with anger or too much emotion. It makes me wonder, okay, is it because I'm Hispanic? Or what causes people to confuse my passion with anger? If you really don't care for the mission of community colleges, if you really don't feel the urgency and the importance of what community colleges do, then I tell people you're in the wrong business if you don't feel that. I think it's really important. I think burnt out presidents should get out of there, they're really hurting the institution. They can really, really undermine the college. I'd rather have a green passionate energetic president who made lots of mistakes than some old fart that's just hanging on in his office and hoping nobody would knock. Basically I think we're all missionaries at heart anyway, but particularly people in community colleges. Yes, I truly believe in the mission of the community college. I have seen lives changed. I just have seen so many miracles in this business. And that keeps my passion alive."

It's what keeps one coming back day-after-day regardless of how difficult the day has been. Passion is what *sustains* a person through difficult times. "I just think you have to have it. These are very tough jobs. People will always, always disagree with you. They'll think you're wrong and stupid and a hundred other things. And if you don't care about what you're doing, if you're not doing this because you really believe that you're running an educational institution that should be there, that needs to be, that makes a difference in people's lives, I just think it would be very hard to do if you don't have passion; my sense is that these jobs are just too hard. I think passion is sort of my keystone. You know, given the fact that it's an uneven playing field. It's not a level

playing field for all of us. Certainly men have their own barriers, everyone has a threshold that they're used to, and so for them it probably feels as difficult as it does for women. But in fact as you look around it's pretty obvious to see that the barriers for women as well as the difficulties for women is much greater. So if you didn't have something else, intellect is not enough, skill is not enough. You must have the passion for what you are doing. Passion that you can make a difference, that for me is that I can make a difference. I think that is the core. And if you want to truly be a solid professional you must have passion before everything. I think to be truly a very successful professional you must have that passion as your foundation or else it's not there. I live for that but I also look for that in my top-level people. I want to know that that passion is there. If I don't have the passion about what we are doing as a college then I shouldn't be here anymore. Because I think that that passion is what keeps one optimistic. It's what keeps one coming back day-after-day regardless of how difficult the day has been. It's what makes you walk back into the office and say, 'Okay well that was a pile of crap but now I'm going to think about something else'. There are going to be days that you have barriers to your leadership just personally. I think that's when you dig deep for the passion that's in there and that's what sustains you and keeps you going."

It has been the best experience on almost a daily basis that anyone could ever hope to have in a job. Passion comes from *loving what you do*. "I love people. And so I think that's part of what helps me be passionate about being a leader in a community college. And so, for me to end up in a place where I can give leadership to support student learning for people who might not even end up in higher education if it weren't for community colleges, that really is a passion. I just feel very fortunate, that I can see,

that I can touch student's lives for generations and generations in the future and also make a difference even in the generations that exist today and that I'm in a field that allows me to do that. It's a gift. I also have a wonderfully engaged college who wants to be a part of everything. It has been the best experience on almost a daily basis that anyone could ever hope to have in a job. And so the more I became involved in it from teaching to serving as an administrator and eventually serving as a College president the more exciting it is. And it's because we provide an opportunity for people to be successful. And for me, it's serving a population who might not otherwise have a second opportunity. And that's the part that keeps me excited about the work we do and it's just a part of who I am. It really, really is."

Personal Balance

Personal balance means maintaining equilibrium in your life between body, mind, and spirit.

I just don't have it. Most of the presidents feel that it is *difficult to maintain* personal balance. "I tend to be out of balance in terms of working too much. But I find great, I don't know if the word is validation, but the great sense of success in working and seeing things come to fruition. So I think sometimes there are seasons of your life and things are more or less in balance overall but at any one point in time might be out of balance. The hardest thing to learn when I first started this job was to whom I could say no. So I made myself crazy the first couple of years doing everything, being everywhere, you know fulfilling that symbolic role of the college president. Once I learned to whom I

can say 'No', or say 'No I can't do that' or 'No, I'm not interested in that', or 'Let me get somebody else; let me refer you to someone who will do it better than I'. That helped me get time under control again. So, I've just learned through trial and error that there are things I will do, things I won't do. One of the things that helped me early on was that one of the counselors at school said 'Let me do a Myers-Briggs with you'. We had a long conversation about it and I came out to be an INTP. So, which was news to me I always thought of myself as being very extraverted but in fact I'm not. But what she did through that interpretation was allow me to give myself permission to be introverted. So it's okay if I want to go home and not talk to anybody. That's okay. I don't have to be onstage or on the job 24-hours a day. I just say, 'No I'm not available, I'm out of town every weekend and so don't count on me'. And that's worked out fine. Nobody has thrown me in jail. Ostracized me. They still invite me to stuff. It's a very hard thing to do because I think anymore the time commitment is so strong for leaders that I think you're constantly struggling to do that. It's very hard. I just don't have it. But, you know, I forced myself into buying some timeshares so I would have to go away. So I have to go away. And that's the way I balance it."

When you feel things getting out of balance, you step back and say okay, how am I going to get this back in balance? The women presidents use a *variety of methods* to maintain balance. "Well I take care of the body first because that's something that helps so much with keeping you centered and relieving the stress because there is so much stress associated with the position. I've always been kind of okay about taking care of myself but in the last year people have asked me well what have you learned? What have you been learning? And the biggest lesson is that you as a leader have to take care

of yourself physically, mentally, spiritually because that's how you're going to maintain this equilibrium. That's how you're going to weather the storm. So exercise is important. Physical health is absolutely imperative to keep that centeredness because if you are not physically fit, then you don't have the oxygen, you don't have the sense of self because as women unfortunately we have a much narrower sense of what is good and what is bad about ourselves. We don't necessarily have a good body image thing going on. Guys can feel good in a much different body than we can. You know, trying to eat the right foods is important. Doing things to give your brain some breaks whether it's meditation or reading or yoga or things to relax and calm your mind. And then whatever you do for spirit and however that you find a way to feed that as well. Being centered is absolutely imperative. I always go in first and my spiritual life is core. Not just spiritual in terms of psychological and mental centeredness but also in terms of spiritual centeredness. And I really do believe that God is with me all of my life and that even when I'm in the worst times, that in fact there is a plan. That's really, really important. But these are some ways I work at it. And certainly my little inner voice is one. I just work on having a very positive inner voice constantly and just reinforcing it. At the end of the day for instance I will remind myself how much I achieved today rather than how much is left to do tomorrow because it's going to be there. I will focus on the positive and work from the positive rather than working from the negative. I just find you - it's beyond the glass half full. It's really centering yourself around positiveness. The other thing I do is I work with energy workers because I really do believe that through that you can reenergize the physical body as well as the mental and I think that leadership can at times deplete you from that energy. And I think you have to refill your vessel. I am a

very spiritual person and a religious person both. I'm involved with other groups in the community and I find that when I'm volunteering I'm gaining so much more than I'm giving. I was not a president until I was 55 years old. I was ready to devote 24-hours a day. And so I don't worry that much about balance. As long as I keep feeling comfortable and enjoying what I'm doing I don't worry about balance much. Now there are some things that I do. I can't turn it off necessarily in my mind. But I can turn it off physically, emotionally. I watch TV. I read books by the score and I have a real sense of how much is enough and when I need to focus on my own health and well being. And so I'm deliberate in making sure that there is time for reading and relaxation other than work, although there are times when I think that I've spent more hours and more time focused on the work than is healthy. So I make sure that rest and relaxation and reading and exercise and things other than work are part of my week. Exercise has always been an important part of my life in terms of relieving stress, in terms of staying in shape and keeping both my mind and my body in shape. When I first came here I had an opportunity to learn some Tai Chi and then for like the last three or four years until my husband had to start chemotherapy we took dance classes and did a lot of dancing. So those are just really things that keep me joyful. And then I also love the outdoors and hiking and traveling. And so keeping enough variety in my life that I don't start feeling like one aspect of my life is becoming drudgery. You know, I can deal with having to go home and cook special meals if I've got some other good things going in my life. But if you don't have anything good going on in your life after awhile anything becomes drudgery. So, it's tough but it's really important sometimes to just, when you feel things getting out of balance, you step back and say 'Okay, how am I going to get this back in

balance?’ But you do learn to read your body and know. I mean there have been days where I’ve just said that’s enough and now I’m going to just go somewhere.”

To keep connections with people who are important to us I think is an absolute imperative in balance. *Relationships play an important role* in helping to maintain balance. “One thing that helps me stay really rooted and energized is just being close to family. I have a really close family and I’m real close to my nieces and nephews. I’m single. I don’t have any kids. I’ve never been married. I’m real close to my parents and that’s what recharges my batteries, that unconditional love that they give me. It doesn’t matter if I don’t get love at school because I have other sources for that. First of all I think balance for women is age and responsibility based. What I mean by that is when you have small children, when you have major family responsibilities, you’re almost forced into balance because you can’t do it all. You can’t maintain a significant work that you focus on and ignore your family, and you cannot ignore your work for the benefit of the family. And so the family then, for women is an interesting thing. I think women in their 40s and 50s - I’m 51 - I think often your kids are grown. I think its okay to be out of balance, not forget about your body but maybe you don’t have to really put so much time into family. You’ve hopefully established a personal relationship and you maintain that. I don’t know. That’s probably not the politically correct advice but sometimes I think being out of balance is okay. Another one back to balance has to do with my husband. Men like to solve problems and women like to just vent. So what I’ve learned to do with him is to say ‘I had something bad happen at work I need to tell you about it. I don’t need any solutions and we don’t need to spend a lot of time. I just want you to say, Oh you poor thing. Nobody understands you. You’re really not appreciated.

I love you a lot'. That's all I really need. So I tell him my sad story and then he tells me what I need to hear. So, to keep connections with people who are important to us I think is an absolute imperative in balance too and for me when I start curling up on my couch I know I'm not alone because I talk to my colleagues and they do exactly the same thing. And my experiences with people beyond work keep me balanced and keep me understanding the significance of this."

Politics

Politics involves understanding the arena that you are operating in. It also involves relationships, not only with individuals who are your peers, but with mentors who can teach you "the game".

I think playing the political game is a mistake. It's important to understand politics but *not to get caught up* in the game. "You have to understand how you have to deal with the politics but it doesn't necessarily mean that you have to play political games. That's a good way to put it. I mean you have to be political in the sense that you have to deal with the political aspects of supporting your college, understand what you have to do to work to get the funding you need for your college whether it's in your community or whether it's in the state, you have to be connected to the people that have the power to help you or hurt you. But I think that you can do that without playing games. Not everybody does that. You can get embroiled in all these political games within the college that really can be detrimental to the organization if you're not careful, so I don't deal with it very much. I think it's the destructiveness, the time, I don't like

game playing. If somebody wants to get a promotion or a different assignment or they don't like their boss, if they just come tell me I'll try to fix it. I don't like stabbing people in the back, I don't like disloyalty. I don't like people being untruthful just because it's the game. I have no tolerance for that. My job is to delegate work to you and I'm supposed to be taking care of me, the president. So if you do that you will not be the winner. If you don't stop it I will fire you. That's what I do and then it stops. The hard part of that for me has been honing those skills of understanding what the game of politics really is about and understanding how it plays itself out both inside and outside of the college. There are games, not game; there are games of politics and higher education whether it's dealing with Unions whether it's dealing with tenure, you can name any facet and there's politics to it. I think understanding it can help you better forge how you're going to respond to it but I think playing the political game is a mistake."

You have to play both politics, both the female politics as well as the male politics; guys only have to play one. In politics, it is important to *understand the rules* of the game. "I'm in public higher education, so knowing publicly what systems you're under, how they interact with each other and knowing politically what's happening on your campus and how to influence that are very, very important. I didn't understand when my Grandfather taught me to play poker when I was 8 years old, but he did. And I think that knowing how to play poker whether it's physically or whether it is psychologically is absolutely imperative. There are some 'men's games' that are key. You can't bury your ability to see how things are played. There are times I've been stung when I allowed myself to publicly celebrate what should have been a private win and I would win the battle but not the war just because I didn't keep my cards close enough to

my vest. For what it's worth, I promise you that knowing how to play the politics, it is my valuation you have to know how guys do things; you know, the sitting at the table and being invited and all those other kinds of things is absolutely imperative. When you are at the table you can't be a Girl Scout. If you are a player being a Girl Scout is no longer part of the rules. You can win by being prepared, that's a piece of it, but the Girl Scout oath if you want to know the truth it's not the same as the Boy Scout oath for a really good reason. Now the guys talk about God and country you remember in their Boy Scout oath. There's a presumption of nationalistic spirit that said that 'we will prevail'. And the Girl Scout oath doesn't talk about that all. It talks about taking care of others. So for what it's worth, when you're at the table, then all of a sudden being collaborative works, but not necessarily nice. And the rules change. And so it's really important in politics for women to understand not only the politics for women but also the politics of men. I was absolutely convinced after I developed the guy mentor network that I needed to develop a gal network because as my father wrote me in college, 'Remember that your future success will depend upon your relationship with women not on your relationships with men'. Women have to be liked and understood and respected by women to also be respected by men. So you do, you have to play both politics, both the female politics as well as the male politics. Guys only have to play one. So part of my learning curve was learning how to operate in that environment. I got my hands slapped so many times the first year I was here for doing things independent of the system and the Chancellor would call me and say, 'I don't think so'. So now I tell them I'm a victim of that syndrome. I'm identifying with my captors. So I learned how to behave in this environment. I learned what's required in the external political environment. I didn't enter this

profession to be a politician. I entered this profession to be an educator. So the political side is – it's a fact of life but it's not all consuming from that perspective. But politics enters into everything we do.”

Well it's the game of Higher Ed but also the game of - it basically boils down to relationships. Politics is *all about relationships* and maintaining relationships. “Well it's the game of Higher Ed but also the game of - it basically boils down to relationships. I find that the state legislators want to be involved, they want to create a relationship. It all boils down to you having more relationships with people. And so I find that, not only am I having to build relationships with people and groups on campus and within the district with the other colleges and governing board members and the Chancellor and Vice Chancellors, and all of those relationships are political, but also outside having to build relationships with the mayor and the city council and state legislators and community leaders and on and on and on. I'm not as good with the politics of Higher Ed but I have learned probably in the last ten years how to do it better than before, especially the game of Higher Ed, this whole notion of politics in Higher Ed, but also a kind of community politics. I've had the fortunate experience with working with people who understood organization both in my role as being a Vice-president and certainly I benefited from that as I now have an opportunity to serve as president. I've also had the fortunate experience to work for a Chancellor and then before a president who were very supportive and who were also very political both in terms of our organization and the external organization. So I've learned a lot. And although I wouldn't say that I play the game well, I've benefited from those experiences and I think I do okay. The politics of Higher Ed is no different than the politics anywhere else. It's people and people behave in certain ways.

Names and faces change but the behavior doesn't. So you need to understand and accept the quirks about human nature and understand how people operate in groups as opposed to how they might behave individually. And just understanding behaviors is 99% of it. I think as an observer you can begin to observe patterns to politics. I think that in talking with people who are either formally involved in politics or not, can give you some insights into how things happen and how they get played out. So it's giving you a better lens. It's giving you some better tools to be able to decipher what may be involved in a situation. I believe that there's a different political role that you take when you are the lead than the political role when you are a member of the group. I'm much more comfortable reading people and their responses to me than I am watching everybody's responses to everybody and everything and making responses based on that. I think I do okay with politics. It used to be a dirty word for me."

Relationship Building

Relationship building is all about *finding common ground* with others and using those commonalities to elicit collaboration.

I think in general, it has to do with identifying places of common ground.

Relationship building is first *finding something in common* that you can build on. "I think a big part of relationship building is no different than I mentioned earlier and that's finding commonalities and ways to connect. Common work goals, common areas of free time, leisure time activities. So I think there are lots of opportunities where you find the commonalities that people have and what are ways in which you can connect people with

skills with certain levels of interest in a group. And I think relationships and collaborations are built on those common bonds. So I think that relationship building starts not only from people having a common interest or common perspective, but also it starts at the top with just the assumption that everything we're doing at the institution is related to everything else. There isn't anything that we do that can be done in isolation. Everything has ripples. And I'm constantly working with my deans to get them to see the ripples. And that's what leads to collaboration and building relationships. I build relationships by establishing genuine communication and by being a service to others. I try to build relationships where I am giving instead of taking. And then eventually I hope that it becomes a give and take so that we're helping each other achieve a common goal. I think in general, it has to do with identifying places of common ground. Places where partnership and mutual benefit is possible. I think part of it is learning how to be as articulate as possible and identifying who you are and what you think you're bringing to a community or to a group. Part of it is showing up and being at places, talking to people, really thinking that academic institutions are only about people. So when it comes right down to it, it's all about relationships."

And so whether you want to be a friend of the Mayor or not, you'd better build a relationship with him because he is in a position to render aid to the college.

Building relationships can *provide mutual benefits* for individuals. "Building relationships with the Mayor, you have to do that if you expect the zoning to go your way. And so whether you want to be a friend of the Mayor or not, you'd better build a relationship with him because he is in a position to render aid to the college. It's a critical component of leadership. A president has to see, a leader has to see, the entire

institution and have an understanding of the big picture. And it is only by operating at that level that collaboration even begins to seem like a good idea, because if you can see all of the components together, then you know where the connections need to be made. I work a lot through my deans trying to make sure that they listen when I'm conversing with them individually or as a group, make sure that they remember to include each other in what's going on. That's where we start building that network and if the leadership is collaborating with each other then it's more natural for them to expect the people who they supervise also to collaborate. I have developed close relationships that almost, not quite, but are almost secret relationships with three or four key faculty in the college. That helps me to understand the faculty's point of view and with them I have developed a great deal of trust. We are a people organization and building relationships and building credibility in terms of the role of the president of the institution to the people with whom I work is just a critical component. And so, the relationship building is the result of having earned the confidence of the work groups. Having responded as promised. Having communicated the decision that has been made even when they were not necessarily what some members of the institution would have expected. All result in relationship building. And I think it is just critical to have working relationships and it's ideal to have good relationships with most of the persons in the institution. All of that's done informally. That's done before the meeting and after the meeting and dropping by people's offices and sitting down with them at the lunch table and that's critical. I don't see that as politics. I see that as just getting to know the people who you work with so that you can relate to them better. I'm a real collaborative worker. I mean I can work independently very well. But I also really enjoy working in groups and so that's a value

that I have. And in our hiring process when we're looking for people in the college, we essentially have a profile. I don't mean a profile of what a person's skill is because that's, some of that's going to depend on the specific job you're hiring somebody for. But we look for people that have a student-centered attitude, that have a collaborative attitude, and we look for a history of collaboration. And we also look for people whose values match the values of the college and that's an addition to whatever specific skills we're looking at for the job. And you know, sometimes we make mistakes. But I think it's helped us by bringing on people and then by orienting them to the culture that we're trying to establish. They buy in real early on. You must have those relationships built. Now personally it's not as conscious of an act for the Vice president as it is for the president. If you're going to be successful you must develop those relationships so that you know who you can call on to help you at all levels of the organization, if you count on them to lead this group and to lead that group and so it's critical to do that.

Interview Protocol Part Two

The second portion of the interview process is known as the *theoretical interview*. It is through this interview that relationships between the affinities are determined. Before the interview each participant was given a copy of the *Affinity Relationship Table (ART)*. This table contained all of the possible pairs between each of the affinities. The table was provided for the participant to facilitate the interview by allowing the participant to follow along while the researcher asked them about each relationship. The interview process began by quizzing the participant about the first affinity pair. The participant was asked if they see a relationship between the two affinities. If the

participant responded that they did see a relationship, they were then asked to determine the direction of the relationship. In other words, which affinity influences the other. For each affinity pair grouping there are only three possible choices: A influences B, B influences A, or there is no direct influence between A and B. These *Rules for Hypothesizing* are summarized below:

For any 2 affinities A and B, either

$A \rightarrow B$ (A influences B)

$A \leftarrow B$ (B influences A)

$A \diamond B$ (No relationship)

For example, if the participant believes that affinity 1 directly influences affinity 2, then a right arrow is placed between the two numbers to indicate that relationship. The following is the *Affinity Relationship Table* that was used for each interview. The first is the example of the ART used for the Male interviews and the second is the ART used for the Female interviews.

Table 4.5: Male Affinity Relationship Table

Theoretical Coding

Many of the themes or affinities identified have some kind of relationship; one effects or causes the other. Lets look at each affinity and decide if or how it relates to each other affinity. Tell me about your experiences with such relationships. Please give specific examples of how the relationships have affected your experience.

Affinity Name

1. Communication Skills
2. Community Involvement
3. Delegation
4. Diversity
5. Fiscal Involvement
6. Honesty
7. Humor
8. Non-traditional
9. Organizational Skills
10. Personal Commitment
11. Team Builder
12. Visionary

Possible Relationships

- $A \rightarrow B$
 $A \leftarrow B$
 $A \diamond B$ (No Relationship)

Interview Affinity Relationship Table

Affinity Pair Relationship			Affinity Pair Relationship			Affinity Pair Relationship			Affinity Pair Relationship			Affinity Pair Relationship		
1	2		2	9		4	9		7	8				
1	3		2	10		4	10		7	9				
1	4		2	11		4	11		7	10				
1	5		2	12		4	12		7	11				
1	6		3	4		5	6		7	12				
1	7		3	5		5	7		8	9				
1	8		3	6		5	8		8	10				
1	9		3	7		5	9		8	11				
1	10		3	8		5	10		8	12				
1	11		3	9		5	11		9	10				
1	12		3	10		5	12		9	11				
2	3		3	11		6	7		9	12				
2	4		3	12		6	8		10	11				
2	5		4	5		6	9		10	12				
2	6		4	6		6	10		11	12				
2	7		4	7		6	11							
2	8		4	8		6	12							

Table 4.6: Female Affinity Relationship Table

Theoretical Coding

Many of the themes or affinities identified have some kind of relationship; one effects or causes the other. Lets look at each affinity and decide if or how it relates to each other affinity. Tell me about your experiences with such relationships. Please give specific examples of how the relationships have affected your experience.

Affinity Name

1. Business and Management Skills
2. Communication
3. Community
4. Composure
5. Decision Making
6. Empowerment
7. Focus
8. Girl Scout
9. Passion
10. Personal Balance
11. Politics
12. Relationship Building

Possible Relationships

- A → B
A ← B
A <> B (No Relationship)

Interview Affinity Relationship Table

Affinity Pair Relationship		Affinity Pair Relationship		Affinity Pair Relationship		Affinity Pair Relationship	
1	2	2	9	4	9	7	8
1	3	2	10	4	10	7	9
1	4	2	11	4	11	7	10
1	5	2	12	4	12	7	11
1	6	3	4	5	6	7	12
1	7	3	5	5	7	8	9
1	8	3	6	5	8	8	10
1	9	3	7	5	9	8	11
1	10	3	8	5	10	8	12
1	11	3	9	5	11	9	10
1	12	3	10	5	12	9	11
2	3	3	11	6	7	9	12
2	4	3	12	6	8	10	11
2	5	4	5	6	9	10	12
2	6	4	6	6	10	11	12
2	7	4	7	6	11		
2	8	4	8	6	12		

TRANSCRIPTS AND AXIAL CODE TABLES

Once the interviews were transcribed, the researcher analyzed them to determine the *theoretical codes*, which indicate relationships between two affinities. The researcher then used the *Individual Interview Theoretical Code Table* to document relationships that were indicated by participants during their interview. The researcher copied each quote into the table along with the line number of the interview to facilitate later retrieval.

Once all of the relationship quotes had been documented in the *Individual Interview Theoretical Code Table* for every interview, the researcher then combined all quotes into the *Combined Interview Theoretical Code Table*. This was done so that a composite could be created of all of the individuals' experiences with a particular pair of affinities. This composite then became a database that contained all of the *theoretical codes* for all of the interviews for every possible affinity pair. Each code contained a link to its respective transcript and line number that produced the code.

THEORETICAL CODE FREQUENCY TABLE

Once the theoretical codes have been entered into the *Combined Interview Theoretical Code Table*, a tally is made of each code and entered into the table. Participants will naturally see different relationships from one another and may in fact disagree with one another about the direction of a relationship. The *Theoretical Code Frequency Table* lists both directions of relationships as seen by participants. The researcher counted the number of relationships that were of the same direction for each affinity and the tally was placed in the frequency column. The researcher repeated the process, counting all relationships that were seen in the opposite direction. A separate

Theoretical Code Frequency Table was created for each of the focus groups as well as each of the interview groups. Following are first the tables for the men's and women's focus group followed by the tables for the men's and women's interview groups. The affinities used in each table are below:

Table 4.7: Male Affinity Table

Male Group Affinity Name
1. Communication Skills
2. Community Involvement
3. Delegation
4. Diversity
5. Fiscal Involvement
6. Honesty
7. Humor
8. Non-traditional
9. Organizational Skills
10. Personal Commitment
11. Team Builder
12. Visionary

Table 4.8: Female Affinity Table

Female Group Affinity Name
1. Business and Management Skills
2. Communication
3. Community
4. Composure
5. Decision Making
6. Empowerment
7. Focus
8. Girl Scout
9. Passion
10. Personal Balance
11. Politics
12. Relationship Building

Male Focus Group Combined Interview										
Theoretical Code										
Frequency Table										
Affinity Pair Relationship		Frequency		Affinity Pair Relationship		Frequency		Affinity Pair Relationship		Frequency
1 → 2		5		3 → 5		2		5 → 12		1
1 ← 2		1		3 ← 5		3		5 ← 12		4
1 → 3		6		3 → 6		1		6 → 7		4
1 ← 3		0		3 ← 6		2		6 ← 7		1
1 → 4		2		3 → 7		1		6 → 8		4
1 ← 4		4		3 ← 7		2		6 ← 8		1
1 → 5		3		3 → 8		1		6 → 9		3
1 ← 5		0		3 ← 8		5		6 ← 9		1
1 → 6		0		3 → 9		0		6 → 10		4
1 ← 6		6		3 ← 9		6		6 ← 10		2
1 → 7		1		3 → 10		1		6 → 11		4
1 ← 7		4		3 ← 10		5		6 ← 11		1
1 → 8		3		3 → 11		1		6 → 12		4
1 ← 8		2		3 ← 11		4		6 ← 12		1
1 → 9		4		3 → 12		0		7 → 8		4
1 ← 9		2		3 ← 12		5		7 ← 8		1
1 → 10		3		4 → 5		1		7 → 9		2
1 ← 10		3		4 ← 5		2		7 ← 9		2
1 → 11		5		4 → 6		0		7 → 10		2
1 ← 11		1		4 ← 6		4		7 ← 10		3
1 → 12		4		4 → 7		5		7 → 11		3
1 ← 12		1		4 ← 7		1		7 ← 11		2
2 → 3		2		4 → 8		3		7 → 12		3
2 ← 3		2		4 ← 8		3		7 ← 12		2
2 → 4		2		4 → 9		1		8 → 9		3
2 ← 4		4		4 ← 9		2		8 ← 9		2
2 → 5		2		4 → 10		1		8 → 10		0
2 ← 5		3		4 ← 10		5		8 ← 10		6
2 → 6		0		4 → 11		3		8 → 11		1
2 ← 6		3		4 ← 11		3		8 ← 11		4
2 → 7		2		4 → 12		2		8 → 12		1
2 ← 7		1		4 ← 12		4		8 ← 12		5
2 → 8		2		5 → 6		1		9 → 10		0
2 ← 8		4		5 ← 6		4		9 ← 10		5
2 → 9		2		5 → 7		2		9 → 11		4
2 ← 9		3		5 ← 7		2		9 ← 11		2
2 → 10		1		5 → 8		1		9 → 12		1
2 ← 10		5		5 ← 8		4		9 ← 12		5
2 → 11		3		5 → 9		0		10 → 11		6
2 ← 11		3		5 ← 9		5		10 ← 11		0
2 → 12		2		5 → 10		1		10 → 12		4
2 ← 12		4		5 ← 10		5		10 ← 12		2
3 → 4		0		5 → 11		1		11 → 12		2
3 ← 4		3		5 ← 11		3		11 ← 12		4

Table 4.10: Female Focus Group Combined TCT

Female Focus Group Combined Interview Theoretical Code Frequency Table							
Affinity Pair Relationship	Frequency		Affinity Pair Relationship	Frequency		Affinity Pair Relationship	Frequency
1 → 2	2		3 → 5	3		5 → 12	4
1 ← 2	5		3 ← 5	5		5 ← 12	4
1 → 3	3		3 → 6	3		6 → 7	3
1 ← 3	2		3 ← 6	2		6 ← 7	4
1 → 4	3		3 → 7	2		6 → 8	3
1 ← 4	5		3 ← 7	4		6 ← 8	2
1 → 5	3		3 → 8	1		6 → 9	1
1 ← 5	5		3 ← 8	7		6 ← 9	5
1 → 6	4		3 → 9	2		6 → 10	0
1 ← 6	2		3 ← 9	5		6 ← 10	5
1 → 7	3		3 → 10	1		6 → 11	2
1 ← 7	4		3 ← 10	3		6 ← 11	4
1 → 8	0		3 → 11	5		6 → 12	3
1 ← 8	4		3 ← 11	3		6 ← 12	5
1 → 9	1		3 → 12	2		7 → 8	2
1 ← 9	3		3 ← 12	6		7 ← 8	2
1 → 10	0		4 → 5	5		7 → 9	1
1 ← 10	4		4 ← 5	3		7 ← 9	7
1 → 11	4		4 → 6	4		7 → 10	1
1 ← 11	3		4 ← 6	2		7 ← 10	7
1 → 12	2		4 → 7	2		7 → 11	7
1 ← 12	6		4 ← 7	4		7 ← 11	0
2 → 3	8		4 → 8	3		7 → 12	5
2 ← 3	0		4 ← 8	3		7 ← 12	2
2 → 4	1		4 → 9	2		8 → 9	1
2 ← 4	7		4 ← 9	2		8 ← 9	3
2 → 5	4		4 → 10	1		8 → 10	2
2 ← 5	3		4 ← 10	7		8 ← 10	6
2 → 6	5		4 → 11	3		8 → 11	4
2 ← 6	2		4 ← 11	4		8 ← 11	3
2 → 7	2		4 → 12	4		8 → 12	7
2 ← 7	3		4 ← 12	4		8 ← 12	1
2 → 8	1		5 → 6	6		9 → 10	4
2 ← 8	4		5 ← 6	1		9 ← 10	2
2 → 9	1		5 → 7	2		9 → 11	6
2 ← 9	4		5 ← 7	6		9 ← 11	1
2 → 10	2		5 → 8	0		9 → 12	7
2 ← 10	4		5 ← 8	5		9 ← 12	0
2 → 11	8		5 → 9	1		10 → 11	3
2 ← 11	0		5 ← 9	5		10 ← 11	4
2 → 12	8		5 → 10	0		10 → 12	6
2 ← 12	0		5 ← 10	8		10 ← 12	0
3 → 4	2		5 → 11	2		11 → 12	3
3 ← 4	2		5 ← 11	6		11 ← 12	5

Table 4.11: Male President Combined TCT

Male President Group Combined Interview Theoretical Code Frequency Table											
Affinity Pair Relationship		Frequency		Affinity Pair Relationship		Frequency		Affinity Pair Relationship		Frequency	
1 → 2		10		3 → 5		6		5 → 12		2	
1 ← 2		0		3 ← 5		4		5 ← 12		8	
1 → 3		10		3 → 6		0		6 → 7		4	
1 ← 3		0		3 ← 6		8		6 ← 7		2	
1 → 4		9		3 → 7		3		6 → 8		7	
1 ← 4		1		3 ← 7		3		6 ← 8		0	
1 → 5		7		3 → 8		5		6 → 9		8	
1 ← 5		2		3 ← 8		1		6 ← 9		1	
1 → 6		2		3 → 9		3		6 → 10		7	
1 ← 6		8		3 ← 9		7		6 ← 10		2	
1 → 7		5		3 → 10		0		6 → 11		9	
1 ← 7		4		3 ← 10		9		6 ← 11		1	
1 → 8		4		3 → 11		4		6 → 12		10	
1 ← 8		4		3 ← 11		6		6 ← 12		0	
1 → 9		7		3 → 12		3		7 → 8		4	
1 ← 9		4		3 ← 12		5		7 ← 8		1	
1 → 10		5		4 → 5		1		7 → 9		3	
1 ← 10		4		4 ← 5		3		7 ← 9		1	
1 → 11		9		4 → 6		1		7 → 10		4	
1 ← 11		1		4 ← 6		8		7 ← 10		5	
1 → 12		6		4 → 7		2		7 → 11		4	
1 ← 12		4		4 ← 7		5		7 ← 11		5	
2 → 3		1		4 → 8		4		7 → 12		2	
2 ← 3		6		4 ← 8		3		7 ← 12		4	
2 → 4		5		4 → 9		3		8 → 9		4	
2 ← 4		5		4 ← 9		5		8 ← 9		5	
2 → 5		3		4 → 10		1		8 → 10		2	
2 ← 5		4		4 ← 10		9		8 ← 10		8	
2 → 6		0		4 → 11		3		8 → 11		4	
2 ← 6		9		4 ← 11		7		8 ← 11		4	
2 → 7		3		4 → 12		5		8 → 12		3	
2 ← 7		5		4 ← 12		4		8 ← 12		6	
2 → 8		1		5 → 6		0		9 → 10		1	
2 ← 8		5		5 ← 6		10		9 ← 10		8	
2 → 9		2		5 → 7		1		9 → 11		6	
2 ← 9		8		5 ← 7		3		9 ← 11		4	
2 → 10		1		5 → 8		3		9 → 12		4	
2 ← 10		9		5 ← 8		3		9 ← 12		6	
2 → 11		5		5 → 9		1		10 → 11		9	
2 ← 11		4		5 ← 9		9		10 ← 11		1	
2 → 12		5		5 → 10		1		10 → 12		9	
2 ← 12		4		5 ← 10		9		10 ← 12		1	
3 → 4		4		5 → 11		2		11 → 12		4	
3 ← 4		0		5 ← 11		7		11 ← 12		6	

Table 4.12: Female President Combined TCT

Female President Group Combined Interview Theoretical Code Frequency Table							
Affinity Pair Relationship	Frequency		Affinity Pair Relationship	Frequency		Affinity Pair Relationship	Frequency
1 → 2	3		3 → 5	5		5 → 12	3
1 ← 2	6		3 ← 5	3		5 ← 12	6
1 → 3	5		3 → 6	6		6 → 7	3
1 ← 3	1		3 ← 6	3		6 ← 7	6
1 → 4	4		3 → 7	5		6 → 8	2
1 ← 4	3		3 ← 7	4		6 ← 8	5
1 → 5	7		3 → 8	1		6 → 9	3
1 ← 5	3		3 ← 8	5		6 ← 9	7
1 → 6	4		3 → 9	2		6 → 10	2
1 ← 6	2		3 ← 9	8		6 ← 10	4
1 → 7	2		3 → 10	2		6 → 11	6
1 ← 7	6		3 ← 10	4		6 ← 11	3
1 → 8	0		3 → 11	7		6 → 12	7
1 ← 8	1		3 ← 11	2		6 ← 12	2
1 → 9	0		3 → 12	2		7 → 8	2
1 ← 9	4		3 ← 12	5		7 ← 8	3
1 → 10	2		4 → 5	7		7 → 9	1
1 ← 10	4		4 ← 5	2		7 ← 9	8
1 → 11	6		4 → 6	5		7 → 10	5
1 ← 11	3		4 ← 6	0		7 ← 10	5
1 → 12	2		4 → 7	3		7 → 11	8
1 ← 12	5		4 ← 7	3		7 ← 11	1
2 → 3	10		4 → 8	3		7 → 12	7
2 ← 3	0		4 ← 8	3		7 ← 12	2
2 → 4	5		4 → 9	1		8 → 9	1
2 ← 4	5		4 ← 9	4		8 ← 9	5
2 → 5	5		4 → 10	2		8 → 10	5
2 ← 5	3		4 ← 10	7		8 ← 10	3
2 → 6	9		4 → 11	7		8 → 11	7
2 ← 6	0		4 ← 11	2		8 ← 11	1
2 → 7	5		4 → 12	5		8 → 12	8
2 ← 7	4		4 ← 12	4		8 ← 12	0
2 → 8	3		5 → 6	3		9 → 10	3
2 ← 8	5		5 ← 6	6		9 ← 10	5
2 → 9	5		5 → 7	2		9 → 11	8
2 ← 9	5		5 ← 7	8		9 ← 11	2
2 → 10	2		5 → 8	0		9 → 12	8
2 ← 10	3		5 ← 8	7		9 ← 12	1
2 → 11	8		5 → 9	3		10 → 11	5
2 ← 11	1		5 ← 9	5		10 ← 11	2
2 → 12	8		5 → 10	4		10 → 12	7
2 ← 12	1		5 ← 10	4		10 ← 12	2
3 → 4	0		5 → 11	4		11 → 12	1
3 ← 4	9		5 ← 11	3		11 ← 12	6

PARETO PROTOCOL

The frequency tallies from the Theoretical Code Frequency Table were transferred into Pareto Protocol Tables. Doing so identifies which affinity relationships are represented in the system. A separate Pareto Protocol Table was done for each of the four groups. Below are the Pareto Protocol Tables for the men's and women's focus groups and the men's and women's interview groups.

Table 4.13: Male Focus Group Pareto Analysis

Affinities in Descending Order of Frequency With Pareto and Power Analysis Male Focus Group					
Affinity Pair Relationship	Frequency Sorted (Descending)	Cumulative Frequency	Cumulative Percent (Relation)	Cumulative Percent (Frequency)	Power
1>3	6	6	0.76	1.78	1.02
1<6	6	12	1.52	3.56	2.04
3<9	6	18	2.28	5.34	3.06
8<10	6	24	3.04	7.12	4.09
10>11	6	30	3.80	8.90	5.11
1>2	5	35	4.56	10.39	5.83
1>11	5	40	5.32	11.87	6.55
2<10	5	45	6.08	13.35	7.28
3<8	5	50	6.84	14.84	8.00
3<10	5	55	7.60	16.32	8.72
3<12	5	60	8.36	17.80	9.45
4>7	5	65	9.12	19.29	10.17
4<10	5	70	9.88	20.77	10.90
5<9	5	75	10.64	22.26	11.62
5<10	5	80	11.40	23.74	12.34
8<12	5	85	12.16	25.22	13.07
9<10	5	90	12.92	26.71	13.79
9<12	5	95	13.68	28.19	14.51
1<4	4	99	14.44	29.38	14.94
1<7	4	103	15.20	30.56	15.37
1>9	4	107	15.96	31.75	15.79
1>12	4	111	16.72	32.94	16.22
2<4	4	115	17.48	34.12	16.65
2<8	4	119	18.24	35.31	17.08
2<12	4	123	19.00	36.50	17.50
3<11	4	127	19.76	37.69	17.93
4<6	4	131	20.52	38.87	18.36

4<12	4	135	21.28	40.06	18.78
5<6	4	139	22.04	41.25	19.21
5<8	4	143	22.80	42.43	19.64
5<12	4	147	23.56	43.62	20.06
6>7	4	151	24.32	44.81	20.49
6>8	4	155	25.08	45.99	20.92
6>10	4	159	25.84	47.18	21.35
6>11	4	163	26.60	48.37	21.77
6>12	4	167	27.36	49.55	22.20
7>8	4	171	28.12	50.74	22.63
8<11	4	175	28.88	51.93	23.05
9>11	4	179	29.64	53.12	23.48
10>12	4	183	30.40	54.30	23.91
11<12	4	187	31.16	55.49	24.33
1>5	3	190	31.92	56.38	24.46
1>8	3	193	32.68	57.27	24.59
1>10	3	196	33.44	58.16	24.72
1<10	3	199	34.20	59.05	24.85
2<5	3	202	34.96	59.94	24.98
2<6	3	205	35.72	60.83	25.11
2<9	3	208	36.48	61.72	25.25
2>11	3	211	37.24	62.61	25.38
2<11	3	214	38.00	63.50	25.51
3<4	3	217	38.76	64.39	25.64
3<5	3	220	39.52	65.28	25.77
4>8	3	223	40.28	66.17	25.90
4<8	3	226	41.04	67.06	26.03
4>11	3	229	41.80	67.95	26.16
4<11	3	232	42.56	68.84	26.29
5<11	3	235	43.32	69.73	26.42
6>9	3	238	44.08	70.62	26.55
7<10	3	241	44.84	71.51	26.68
7>11	3	244	45.60	72.40	26.81
7>12	3	247	46.36	73.29	26.94
8>9	3	250	47.12	74.18	27.07

1>4	2	252	47.88	74.78	26.90
1<8	2	254	48.64	75.37	26.73
1<9	2	256	49.40	75.96	26.57
2>3	2	258	50.16	76.56	26.40
2<3	2	260	50.92	77.15	26.24
2>4	2	262	51.68	77.74	26.07
2>5	2	264	52.44	78.34	25.90
2>7	2	266	53.20	78.93	25.74
2>8	2	268	53.96	79.53	25.57
2>9	2	270	54.72	80.12	25.40
2>12	2	272	55.48	80.71	25.24
3>5	2	274	56.24	81.31	25.07
3<6	2	276	57.00	81.90	24.90
3<7	2	278	57.76	82.49	24.74
4<5	2	280	58.52	83.09	24.57
4<9	2	282	59.28	83.68	24.40
4>12	2	284	60.04	84.27	24.24
5>7	2	286	60.80	84.87	24.07
5<7	2	288	61.56	85.46	23.90
6<10	2	290	62.32	86.05	23.74
7>9	2	292	63.08	86.65	23.57
7<9	2	294	63.84	87.24	23.40
7>10	2	296	64.60	87.83	23.24
7<11	2	298	65.36	88.43	23.07
7<12	2	300	66.12	89.02	22.90
8<9	2	302	66.88	89.61	22.74
9<11	2	304	67.64	90.21	22.57
10<12	2	306	68.40	90.80	22.41
11>12	2	308	69.16	91.39	22.24
1<2	1	309	69.92	91.69	21.78
1>7	1	310	70.68	91.99	21.31
1<11	1	311	71.44	92.28	20.85
1<12	1	312	72.20	92.58	20.39
2<7	1	313	72.96	92.88	19.92
2>10	1	314	73.72	93.18	19.46

3>6	1	315	74.48	93.47	19.00
3>7	1	316	75.24	93.77	18.53
3>8	1	317	76.00	94.07	18.07
3>10	1	318	76.76	94.36	17.61
3>11	1	319	77.52	94.66	17.14
4>5	1	320	78.28	94.96	16.68
4<7	1	321	79.04	95.25	16.22
4>9	1	322	79.80	95.55	15.75
4>10	1	323	80.56	95.85	15.29
5>6	1	324	81.32	96.14	14.83
5>8	1	325	82.08	96.44	14.36
5>10	1	326	82.84	96.74	13.90
5>11	1	327	83.60	97.03	13.44
5>12	1	328	84.36	97.33	12.97
6<7	1	329	85.12	97.63	12.51
6<8	1	330	85.88	97.92	12.05
6<9	1	331	86.64	98.22	11.58
6<11	1	332	87.40	98.52	11.12
6<12	1	333	88.16	98.81	10.66
7<8	1	334	88.92	99.11	10.19
8>11	1	335	89.68	99.41	9.73
8>12	1	336	90.44	99.70	9.27
9>12	1	337	91.20	100.00	8.80
1<3	0	337	91.96	100.00	8.04
1<5	0	337	92.72	100.00	7.28
1>6	0	337	93.48	100.00	6.52
2>6	0	337	94.24	100.00	5.76
3>4	0	337	95.00	100.00	5.00
3>9	0	337	95.76	100.00	4.24
3>12	0	337	96.52	100.00	3.48
4>6	0	337	97.28	100.00	2.72
5>9	0	337	98.04	100.00	1.96
8>10	0	337	98.80	100.00	1.20
9>10	0	337	99.56	100.00	0.44
10<11	0	337	100.00	100.00	0.00

Table 4.14: Female Focus Group Pareto Analysis

Affinities in Descending Order of Frequency With Pareto and Power Analysis Female Focus Group					
Affinity Pair Relationship	Frequency Sorted (Descending)	Cumulative Frequency	Cumulative Percent (Relation)	Cumulative Percent (Frequency)	Power
2>3	8	8	0.76	1.80	1.04
2>11	8	16	1.52	3.70	2.18
2>12	8	24	2.28	5.50	3.22
5<10	8	32	3.04	7.40	4.36
2<4	7	39	3.80	9.00	5.20
3<8	7	46	4.56	10.60	6.04
4<10	7	53	5.32	12.20	6.88
7<9	7	60	6.08	13.80	7.72
7<10	7	67	6.84	15.40	8.56
7>11	7	74	7.60	17.00	9.40
8>12	7	81	8.36	18.60	10.24
9>12	7	88	9.12	20.20	11.08
1<12	6	94	9.88	21.60	11.72
3<12	6	100	10.64	23.00	12.36
5>6	6	106	11.40	24.40	13.00
5<7	6	112	12.16	25.70	13.54
5<11	6	118	12.92	27.10	14.18
8<10	6	124	13.68	28.50	14.82
9>11	6	130	14.44	29.90	15.46
10>12	6	136	15.20	31.30	16.10
1<2	5	141	15.96	32.40	16.44
1<4	5	146	16.72	33.60	16.88
1<5	5	151	17.48	34.70	17.22
2>6	5	156	18.24	35.90	17.66
3<5	5	161	19.00	37.00	18.00
3<9	5	166	19.76	38.20	18.44
3>11	5	171	20.52	39.30	18.78
4>5	5	176	21.28	40.50	19.22

5<8	5	181	22.04	41.60	19.56
5<9	5	186	22.80	42.80	20.00
6<9	5	191	23.56	43.90	20.34
6<10	5	196	24.32	45.10	20.78
6<12	5	201	25.08	46.20	21.12
7>12	5	206	25.84	47.40	21.56
11<12	5	211	26.60	48.50	21.90
1>6	4	215	27.36	49.40	22.04
1<7	4	219	28.12	50.30	22.18
1<8	4	223	28.88	51.30	22.42
1<10	4	227	29.64	52.20	22.56
1>11	4	231	30.40	53.10	22.70
2>5	4	235	31.16	54.00	22.84
2<8	4	239	31.92	54.90	22.98
2<9	4	243	32.68	55.90	23.22
2<10	4	247	33.44	56.80	23.36
3<7	4	251	34.20	57.70	23.50
4>6	4	255	34.96	58.60	23.64
4<7	4	259	35.72	59.50	23.78
4<11	4	263	36.48	60.50	24.02
4>12	4	267	37.24	61.40	24.16
4<12	4	271	38.00	62.30	24.30
5>12	4	275	38.76	63.20	24.44
5<12	4	279	39.52	64.10	24.58
6<7	4	283	40.28	65.10	24.82
6<11	4	287	41.04	66.00	24.96
8>11	4	291	41.80	66.90	25.10
9>10	4	295	42.56	67.80	25.24
10<11	4	299	43.32	68.70	25.38
1>3	3	302	44.08	69.40	25.32
1>4	3	305	44.84	70.10	25.26
1>5	3	308	45.60	70.80	25.20
1>7	3	311	46.36	71.50	25.14
1<9	3	314	47.12	72.20	25.08
1<11	3	317	47.88	72.90	25.02

2<5	3	320	48.64	73.60	24.96
2<7	3	323	49.40	74.30	24.90
3>5	3	326	50.16	74.90	24.74
3>6	3	329	50.92	75.60	24.68
3<10	3	332	51.68	76.30	24.62
3<11	3	335	52.44	77.00	24.56
4<5	3	338	53.20	77.70	24.50
4>8	3	341	53.96	78.40	24.44
4<8	3	344	54.72	79.10	24.38
4>11	3	347	55.48	79.80	24.32
6>7	3	350	56.24	80.50	24.26
6>8	3	353	57.00	81.10	24.10
6>12	3	356	57.76	81.80	24.04
8<9	3	359	58.52	82.50	23.98
8<11	3	362	59.28	83.20	23.92
10>11	3	365	60.04	83.90	23.86
11>12	3	368	60.80	84.60	23.80
1>2	2	370	61.56	85.10	23.54
1<3	2	372	62.32	85.50	23.18
1<6	2	374	63.08	86.00	22.92
1>12	2	376	63.84	86.40	22.56
2<6	2	378	64.60	86.90	22.30
2>7	2	380	65.36	87.40	22.04
2>10	2	382	66.12	87.80	21.68
3>4	2	384	66.88	88.30	21.42
3<4	2	386	67.64	88.70	21.06
3<6	2	388	68.40	89.20	20.80
3>7	2	390	69.16	89.70	20.54
3>9	2	392	69.92	90.10	20.18
3>12	2	394	70.68	90.60	19.92
4<6	2	396	71.44	91.00	19.56
4>7	2	398	72.20	91.50	19.30
4>9	2	400	72.96	92.00	19.04
4<9	2	402	73.72	92.40	18.68
5>7	2	404	74.48	92.90	18.42

5>11	2	406	75.24	93.30	18.06
6<8	2	408	76.00	93.80	17.80
6>11	2	410	76.76	94.30	17.54
7>8	2	412	77.52	94.70	17.18
7<8	2	414	78.28	95.20	16.92
7<12	2	416	79.04	95.60	16.56
8>10	2	418	79.80	96.10	16.30
9<10	2	420	80.56	96.60	16.04
2>9	1	421	81.32	96.80	15.48
1>9	1	422	82.08	97.00	14.92
2>4	1	423	82.84	97.20	14.36
2>8	1	424	83.60	97.50	13.90
3>8	1	425	84.36	97.70	13.34
3>10	1	426	85.12	97.90	12.78
4>10	1	427	85.88	98.20	12.32
5<6	1	428	86.64	98.40	11.76
5>9	1	429	87.40	98.60	11.20
6>9	1	430	88.16	98.90	10.74
7>9	1	431	88.92	99.10	10.18
7>10	1	432	89.68	99.30	9.62
8>9	1	433	90.44	99.50	9.06
8<12	1	434	91.20	99.80	8.60
9<11	1	435	91.96	100.00	8.04
1>8	0	435	92.72	100.00	7.28
1>10	0	435	93.48	100.00	6.52
2<3	0	435	94.24	100.00	5.76
2<11	0	435	95.00	100.00	5.00
2<12	0	435	95.76	100.00	4.24
5>8	0	435	96.52	100.00	3.48
5>10	0	435	97.28	100.00	2.72
6>10	0	435	98.04	100.00	1.96
7<11	0	435	98.80	100.00	1.20
9<12	0	435	99.56	100.00	0.44
10<12	0	435	100.00	100.00	0.00
Total Frequency 435					

Table 4.15: Male President Pareto Analysis

Affinities in Descending Order of Frequency With Pareto and Power Analysis Male Presidents					
Affinity Pair Relationship	Frequency Sorted (Descending)	Cumulative Frequency	Cumulative Percent (Relation)	Cumulative Percent (Frequency)	Power
1>2	10	10	0.76	1.77	1.01
1>3	10	20	1.52	3.55	2.03
5<6	10	30	2.28	5.32	3.04
6>12	10	40	3.04	7.09	4.06
1>4	9	49	3.80	8.69	4.89
1>11	9	58	4.56	10.28	5.73
2<6	9	67	5.32	11.88	6.56
2<10	9	76	6.08	13.48	7.40
3<10	9	85	6.84	15.07	8.23
4<10	9	94	7.60	16.67	9.07
5<9	9	103	8.36	18.26	9.91
5<10	9	112	9.12	19.86	10.74
6>11	9	121	9.88	21.45	11.58
10>11	9	130	10.64	23.05	12.41
10>12	9	139	11.40	24.65	13.25
1<6	8	147	12.16	26.06	13.91
2<9	8	155	12.92	27.48	14.57
3<6	8	163	13.68	28.90	15.22
4<6	8	171	14.44	30.32	15.88
5<12	8	179	15.20	31.74	16.54
6>9	8	187	15.96	33.16	17.20
8<10	8	195	16.72	34.57	17.86
9<10	8	203	17.48	35.99	18.52
1>5	7	210	18.24	37.23	19.00
1>9	7	217	19.00	38.48	19.48
3<9	7	224	19.76	39.72	19.96
4<11	7	231	20.52	40.96	20.44

5<11	7	238	21.28	42.20	20.92
6>8	7	245	22.04	43.44	21.40
6>10	7	252	22.80	44.68	21.88
1>12	6	258	23.56	45.74	22.19
2<3	6	264	24.32	46.81	22.49
3>5	6	270	25.08	47.87	22.80
3<11	6	276	25.84	48.94	23.10
8<12	6	282	26.60	50.00	23.40
9>11	6	288	27.36	51.06	23.71
9<12	6	294	28.12	52.13	24.01
11<12	6	300	28.88	53.19	24.32
1>7	5	305	29.64	54.08	24.44
1>10	5	310	30.40	54.96	24.57
2>4	5	315	31.16	55.85	24.70
2<4	5	320	31.92	56.74	24.82
2<7	5	325	32.68	57.62	24.95
2<8	5	330	33.44	58.51	25.07
2>11	5	335	34.20	59.40	25.20
2>12	5	340	34.96	60.28	25.33
3>8	5	345	35.72	61.17	25.45
3<12	5	350	36.48	62.06	25.58
4<7	5	355	37.24	62.94	25.71
4<9	5	360	38.00	63.83	25.83
4>12	5	365	38.76	64.72	25.96
7<10	5	370	39.52	65.60	26.09
7<11	5	375	40.28	66.49	26.21
8<9	5	380	41.04	67.38	26.34
1<10	4	384	41.80	68.09	26.29
1<7	4	388	42.56	68.79	26.24
1>8	4	392	43.32	69.50	26.19
1<8	4	396	44.08	70.21	26.14
1<12	4	400	44.84	70.92	26.09
2<5	4	404	45.60	71.63	26.04
2<11	4	408	46.36	72.34	25.98
2<12	4	412	47.12	73.05	25.93

3>4	4	416	47.88	73.76	25.88
3<5	4	420	48.64	74.47	25.83
3>11	4	424	49.40	75.18	25.78
4>8	4	428	50.16	75.89	25.73
4<12	4	432	50.92	76.60	25.68
6>7	4	436	51.68	77.30	25.63
7>8	4	440	52.44	78.01	25.58
7>10	4	444	53.20	78.72	25.53
7>11	4	448	53.96	79.43	25.48
7<12	4	452	54.72	80.14	25.43
8>9	4	456	55.48	80.85	25.38
8>11	4	460	56.24	81.56	25.32
8<11	4	464	57.00	82.27	25.27
9<11	4	468	57.76	82.98	25.22
9>12	4	472	58.52	83.69	25.17
11>12	4	476	59.28	84.40	25.12
1<9	4	480	60.04	85.11	25.07
2>5	3	483	60.80	85.64	24.84
2>7	3	486	61.56	86.17	24.61
3>7	3	489	62.32	86.70	24.39
3<7	3	492	63.08	87.23	24.16
3>9	3	495	63.84	87.77	23.93
3>12	3	498	64.60	88.30	23.70
4<5	3	501	65.36	88.83	23.47
4<8	3	504	66.12	89.36	23.25
4>9	3	507	66.88	89.89	23.02
4>11	3	510	67.64	90.43	22.79
5<7	3	513	68.40	90.96	22.56
5>8	3	516	69.16	91.49	22.33
5<8	3	519	69.92	92.02	22.11
7>9	3	522	70.68	92.55	21.88
8>12	3	525	71.44	93.09	21.65
1<5	2	527	72.20	93.44	21.24
1>6	2	529	72.96	93.79	20.84
2>9	2	531	73.72	94.15	20.43

4>7	2	533	74.48	94.50	20.03
5>11	2	535	75.24	94.86	19.62
5>12	2	537	76.00	95.21	19.22
6<7	2	539	76.76	95.57	18.81
6<10	2	541	77.52	95.92	18.41
7>12	2	543	78.28	96.28	18.00
8>10	2	545	79.04	96.63	17.60
1<4	1	546	79.80	96.81	17.01
1<11	1	547	80.56	96.99	16.43
2>3	1	548	81.32	97.16	15.85
2>8	1	549	82.08	97.34	15.26
2>10	1	550	82.84	97.52	14.68
3<8	1	551	83.60	97.70	14.10
4>5	1	552	84.36	97.87	13.52
4>6	1	553	85.12	98.05	12.93
4>10	1	554	85.88	98.23	12.35
5>7	1	555	86.64	98.40	11.77
5>9	1	556	87.40	98.58	11.19
5>10	1	557	88.16	98.76	10.60
6<9	1	558	88.92	98.94	10.02
6<11	1	559	89.68	99.11	9.44
7<8	1	560	90.44	99.29	8.85
7<9	1	561	91.20	99.47	8.27
9>10	1	562	91.96	99.65	7.69
10<11	1	563	92.72	99.82	7.11
10<12	1	564	93.48	100.00	6.52
1<2	0	564	94.24	100.00	5.76
1<3	0	564	95.00	100.00	5.00
2>6	0	564	95.76	100.00	4.24
3<4	0	564	96.52	100.00	3.48
3>6	0	564	97.28	100.00	2.72
3>10	0	564	98.04	100.00	1.96
5>6	0	564	98.80	100.00	1.20
6<8	0	564	99.56	100.00	0.44
6<12	0	564	100.00	100.00	0.00

Table 4.16: Female Presidents Pareto Analysis

Affinities in Descending Order of Frequency With Pareto and Power Analysis Female Presidents					
Affinity Pair Relationship	Frequency Sorted (Descending)	Cumulative Frequency	Cumulative Percent (Relation)	Cumulative Percent (Frequency)	Power
2>3	10	10	0.76	1.92	1.16
2>6	9	19	1.52	3.65	2.13
3<4	9	28	2.28	5.38	3.11
2>11	8	36	3.04	6.92	3.89
2>12	8	44	3.80	8.46	4.67
3<9	8	52	4.56	10.00	5.44
5<7	8	60	5.32	11.54	6.22
7<9	8	68	6.08	13.08	7.00
7>11	8	76	6.84	14.62	7.78
8>12	8	84	7.60	16.15	8.56
9>11	8	92	8.36	17.69	9.34
9>12	8	100	9.12	19.23	10.11
1>5	7	107	9.88	20.58	10.70
3>11	7	114	10.64	21.92	11.29
4>5	7	121	11.40	23.27	11.87
4<10	7	128	12.16	24.62	12.46
4>11	7	135	12.92	25.96	13.05
5<8	7	142	13.68	27.31	13.63
6<9	7	149	14.44	28.65	14.22
6>12	7	156	15.20	30.00	14.80
7>12	7	163	15.96	31.35	15.39
8>11	7	170	16.72	32.69	15.98
10>12	7	177	17.48	34.04	16.56
1<2	6	183	18.24	35.19	16.96
1<7	6	189	19.00	36.35	17.35
1>11	6	195	19.76	37.50	17.74
3>6	6	201	20.52	38.65	18.14

5<6	6	207	21.28	39.81	18.53
5<12	6	213	22.04	40.96	18.93
6<7	6	219	22.80	42.12	19.32
6>11	6	225	23.56	43.27	19.71
11<12	6	231	24.32	44.42	20.11
1>3	5	236	25.08	45.38	20.31
1<12	5	241	25.84	46.35	20.51
2>4	5	246	26.60	47.31	20.71
2<4	5	251	27.36	48.27	20.91
2>5	5	256	28.12	49.23	21.11
2>7	5	261	28.88	50.19	21.32
2<8	5	266	29.64	51.15	21.52
2<9	5	271	30.40	52.12	21.72
3>5	5	276	31.16	53.08	21.92
3>7	5	281	31.92	54.04	22.12
3<8	5	286	32.68	55.00	22.32
4>6	5	291	33.44	55.96	22.53
4>12	5	296	34.20	56.92	22.73
5<9	5	301	34.96	57.88	22.93
6<8	5	306	35.72	58.85	23.13
7>10	5	311	36.48	59.81	23.33
7<10	5	316	37.24	60.77	23.53
8<9	5	321	38.00	61.73	23.73
8>10	5	326	38.76	62.69	23.94
9<10	5	331	39.52	63.65	24.14
10>11	5	336	40.28	64.62	24.34
1>4	4	340	41.04	65.38	24.35
1>6	4	344	41.80	66.15	24.36
1<9	4	348	42.56	66.92	24.37
1<10	4	352	43.32	67.69	24.38
2<7	4	356	44.08	68.46	24.39
3<7	4	360	44.84	69.23	24.39
3<10	4	364	45.60	70.00	24.40
3<12	4	368	46.36	70.77	24.41
4<9	4	372	47.12	71.54	24.42

4<12	4	376	47.88	72.31	24.43
5>10	4	380	48.64	73.08	24.44
5<10	4	384	49.40	73.85	24.45
5>11	4	388	50.16	74.62	24.46
6<10	4	392	50.92	75.38	24.47
2>9	3	395	51.68	75.96	24.29
5<11	3	398	52.44	76.54	24.10
1<4	3	401	53.20	77.12	23.92
1<5	3	404	53.96	77.69	23.74
1<11	3	407	54.72	78.27	23.55
2<5	3	410	55.48	78.85	23.37
2>8	3	413	56.24	79.42	23.19
2<10	3	416	57.00	80.00	23.00
3<5	3	419	57.76	80.58	22.82
3<6	3	422	58.52	81.15	22.64
4>7	3	425	59.28	81.73	22.45
4<7	3	428	60.04	82.31	22.27
4>8	3	431	60.80	82.88	22.09
4<8	3	434	61.56	83.46	21.91
5>6	3	437	62.32	84.04	21.72
5>9	3	440	63.08	84.62	21.54
5>12	3	443	63.84	85.19	21.36
6>7	3	446	64.60	85.77	21.17
6>9	3	449	65.36	86.35	20.99
6<11	3	452	66.12	86.92	20.81
7<8	3	455	66.88	87.50	20.62
8<10	3	458	67.64	88.08	20.44
9>10	3	461	68.40	88.65	20.26
1>2	3	464	69.16	89.23	20.07
11>12	3	467	69.92	89.81	19.89
1<6	2	469	70.68	90.19	19.52
1>7	2	471	71.44	90.58	19.14
1>10	2	473	72.20	90.96	18.77
1>12	2	475	72.96	91.35	18.39
2>10	2	477	73.72	91.73	18.01

3>9	2	479	74.48	92.12	17.64
3>10	2	481	75.24	92.50	17.26
3<11	2	483	76.00	92.88	16.89
3>12	2	485	76.76	93.27	16.51
4<5	2	487	77.52	93.65	16.14
4>10	2	489	78.28	94.04	15.76
4<11	2	491	79.04	94.42	15.39
5>7	2	493	79.80	94.81	15.01
6>8	2	495	80.56	95.19	14.64
6>10	2	497	81.32	95.58	14.26
6<12	2	499	82.08	95.96	13.89
7>8	2	501	82.84	96.35	13.51
7<12	2	503	83.60	96.73	13.13
9<11	2	505	84.36	97.12	12.76
10<11	2	507	85.12	97.50	12.38
10<12	2	509	85.88	97.88	12.01
1<3	1	510	86.64	98.08	11.44
1<8	1	511	87.40	98.27	10.87
2<11	1	512	88.16	98.46	10.31
2<12	1	513	88.92	98.65	9.74
3>8	1	514	89.68	98.85	9.17
4>9	1	515	90.44	99.04	8.60
7>9	1	516	91.20	99.23	8.03
7<11	1	517	91.96	99.42	7.47
8>9	1	518	92.72	99.62	6.90
8<11	1	519	93.48	99.81	6.33
9<12	1	520	94.24	100.00	5.76
1>8	0	520	95.00	100.00	5.00
1>9	0	520	95.76	100.00	4.24
2<3	0	520	96.52	100.00	3.48
2<6	0	520	97.28	100.00	2.72
3>4	0	520	98.04	100.00	1.96
4<6	0	520	98.80	100.00	1.20
5>8	0	520	99.56	100.00	0.44
8<12	0	520	100.00	100.00	0.00

THE AFFINITY RELATIONSHIP TABLE

The ART summarizes the relationships that were indicated in the Pareto Protocol that will be used to build the systems of each group's experience. For the male focus group 59 relationships were chosen to be represented, for the female focus group 63 relationships were represented. For the male presidents 53 relationships were represented and for the female presidents 61 relationships were represented. A few of these relationships were in conflict which means that of the chosen relationships to be represented, both directions of one affinity pair were included. For example, within each respondent group a number of the individuals may have argued that $A \rightarrow B$. A number of other individuals may have argued the opposite, that $B \rightarrow A$. When these relationships are placed in the Pareto table, they are not resolved as both $A \rightarrow B$ and $B \rightarrow A$ are represented for a particular affinity pair. The conflicts are indicative of feedback loops within the system and will be examined later in the process. The researcher for now will choose the higher frequency of each conflict in order to build the system. If the frequencies were the same, the researcher arbitrarily picked one of the two affinity pairs. Below are the ARTs for each of the four groups.

Table 4.17: Composite Male Focus Group ART

Composite Male Focus Group Affinity Relationship Table														
Affinity Pair Relationship			Affinity Pair Relationship			Affinity Pair Relationship			Affinity Pair Relationship					
1	→	2		2	←	9		4	◇	9		7	→	8
1	→	3		2	←	10		4	←	10		7	◇	9
1	←	4		2	←	11		4	→	11		7	←	10
1	→	5		2	←	12		4	←	12		7	→	11
1	←	6		3	←	4		5	←	6		7	→	12
1	←	7		3	←	5		5	◇	7		8	→	9
1	→	8		3	◇	6		5	←	8		8	←	10
1	→	9		3	◇	7		5	←	9		8	←	11
1	→	10		3	←	8		5	←	10		8	←	12
1	→	11		3	←	9		5	←	11		9	←	10
1	→	12		3	←	10		5	←	12		9	→	11
2	◇	3		3	←	11		6	→	7		9	←	12
2	←	4		3	←	12		6	→	8		10	→	11
2	←	5		4	◇	5		6	→	9		10	→	12
2	←	6		4	←	6		6	→	10		11	←	12
2	←	7		4	→	7		6	→	11				
2	←	8		4	→	8		6	→	12				

Conflicting Relationships							
Affinity Pair Relationship			Affinity Pair Relationship			Affinity Pair Relationship	
1	←	10		4	←	11	
2	→	11					
4	←	8					

Table 4.18: Composite Female Focus Group ART

Composite Female Focus Group Affinity Relationship Table														
Affinity Pair Relationship				Affinity Pair Relationship				Affinity Pair Relationship				Affinity Pair Relationship		
1	←	2		2	←	9		4	◇	9		7	◇	8
1	→	3		2	←	10		4	←	10		7	←	9
1	←	4		2	→	11		4	←	11		7	←	10
1	←	5		2	→	12		4	←	12		7	→	11
1	←	6		3	◇	4		5	→	6		7	→	12
1	←	7		3	←	5		5	←	7		8	←	9
1	←	8		3	→	6		5	←	8		8	←	10
1	←	9		3	←	7		5	←	9		8	→	11
1	←	10		3	←	8		5	←	10		8	→	12
1	→	11		3	←	9		5	←	11		9	→	10
1	←	12		3	←	10		5	←	12		9	→	11
2	→	3		3	→	11		6	←	7		9	→	12
2	←	4		3	←	12		6	→	8		10	←	11
2	→	5		4	→	5		6	←	9		10	→	12
2	→	6		4	→	6		6	←	10		11	←	12
2	←	7		4	←	7		6	←	11				
2	←	8		4	←	8		6	→	12				

Conflicting Relationships											
Affinity Pair Relationship				Affinity Pair Relationship				Affinity Pair Relationship			
1	→	4		3	←	11		6	→	7	
1	→	5		4	←	5		8	←	11	
1	←	7		4	→	8		10	→	11	
1	←	11		4	→	11		11	→	12	
2	←	5		4	→	12					
3	→	5		5	→	12					

Table 4.19: Composite Male President ART

Composite Male Presidents Affinity Relationship Table														
Affinity Pair Relationship				Affinity Pair Relationship				Affinity Pair Relationship				Affinity Pair Relationship		
1	→	2		2	←	9		4	←	9		7	◇	8
1	→	3		2	←	10		4	←	10		7	◇	9
1	→	4		2	→	11		4	←	11		7	←	10
1	→	5		2	←	12		4	→	12		7	←	11
1	←	6		3	◇	4		5	←	6		7	◇	12
1	→	7		3	→	5		5	◇	7		8	←	9
1	◇	8		3	→	6		5	◇	8		8	←	10
1	→	9		3	◇	7		5	←	9		8	◇	11
1	→	10		3	→	8		5	←	10		8	←	12
1	→	11		3	←	9		5	←	11		9	←	10
1	→	12		3	←	10		5	←	12		9	◇	11
2	←	3		3	←	11		6	◇	7		9	←	12
2	→	4		3	←	12		6	→	8		10	→	11
2	◇	5		4	◇	5		6	→	9		10	→	12
2	←	6		4	←	6		6	→	10		11	←	12
2	←	7		4	←	7		6	→	11				
2	←	8		4	→	8		6	→	12				

Conflicting Relationships							
Affinity Pair Relationship			Affinity Pair Relationship			Affinity Pair Relationship	
2	→	4					

Table 4.20: Composite Female President ART

Composite Female Presidents Affinity Relationship Table														
Affinity Pair Relationship				Affinity Pair Relationship				Affinity Pair Relationship				Affinity Pair Relationship		
1	←	2		2	←	9		4	←	9		7	◇	8
1	→	3		2	◇	10		4	←	10		7	←	9
1	→	4		2	→	11		4	→	11		7	←	10
1	→	5		2	→	12		4	→	12		7	→	11
1	→	6		3	←	4		5	←	6		7	→	12
1	←	7		3	→	5		5	←	7		8	←	9
1	◇	8		3	→	6		5	←	8		8	→	10
1	←	9		3	→	7		5	←	9		8	→	11
1	←	10		3	←	8		5	←	10		8	→	12
1	→	11		3	←	9		5	→	11		9	←	10
1	←	12		3	←	10		5	←	12		9	→	11
2	→	3		3	→	11		6	←	7		9	→	12
2	←	4		3	←	12		6	←	8		10	→	11
2	→	5		4	→	5		6	←	9		10	→	12
2	→	6		4	→	6		6	←	10		11	←	12
2	→	7		4	◇	7		6	→	11				
2	←	8		4	◇	8		6	→	12				

Conflicting Relationships											
Affinity Pair Relationship				Affinity Pair Relationship				Affinity Pair Relationship			
2	→	4		3	←	7		5	→	10	
2	←	7		4	←	12		7	→	10	

CREATING THE IRD

The Interrelationship Diagram (IRD) allows the researcher to rationalize the system. The relationships that were documented in the Pareto Protocol are summarized in the IRD. The IRD is a matrix that captures all of the perceived relationships from the system. Each relationship is examined and the perceived direction of the relationship, whether each affinity in a pair is either the cause or the effect, are then documented by placing arrows in the IRD. An arrow pointing from A to B ($A \rightarrow B$) indicates that A is perceived to be the cause or the driver and B is perceived to be the effect or the outcome. Below are the composite IRDs for each of the four groups.

Table 4.21: Male Focus Group Tabular IRD

Tabular IRD															
	1	2	3	4	5	6	7	8	9	10	11	12	OUT	IN	D
1			↑	←	↑	←	←	↑	↑	↑	↑	↑	7	3	4
2				←	←	←		←	←	←	←	←	0	8	-8
3	←			←	←			←	←	←	←	←	0	8	-8
4	↑	↑	↑			←	↑	↑		←	↑	←	6	3	3
5	←	↑	↑			←		←	←	←	←	←	2	7	-5
6	↑	↑		↑	↑		↑	↑	↑	↑	↑	↑	10	0	10
7	↑			←		←		↑		←	↑	↑	4	3	1
8	←	↑	↑	←	↑	←	←		↑	←	←	←	4	7	-3
9	←	↑	↑		↑	←		←		←	↑	←	4	5	-1
10	←	↑	↑	↑	↑	←	↑	↑	↑		↑	↑	9	2	7
11	←	↑	↑	←	↑	←	←	↑	←	←		←	4	7	-3
12	←	↑	↑	↑	↑	←	←	↑	↑	←	↑		7	4	3

Table 4.22: Male Focus Group Tabular IRD Sorted

Tabular IRD – Sorted in Descending Order of D															
	1	2	3	4	5	6	7	8	9	10	11	12	OUT	IN	D
6	↑	↑		↑	↑		↑	↑	↑	↑	↑	↑	10	0	10
10	←	↑	↑	↑	↑	←	↑	↑	↑		↑	↑	9	2	7
1			↑	←	↑	←	←	↑	↑	↑	↑	↑	7	3	4
4	↑	↑	↑			←	↑	↑		←	↑	←	6	3	3
12	←	↑	↑	↑	↑	←	←	↑	↑	←	↑		7	4	3
7	↑			←		←		↑		←	↑	↑	4	3	1
9	←	↑	↑		↑	←		←		←	↑	←	4	5	-1
8	←	↑	↑	←	↑	←	←		↑	←	←	←	4	7	-3
11	←	↑	↑	←	↑	←	←	↑	←	←		←	4	7	-3
5	←	↑	↑			←		←	←	←	←	←	2	7	-5
2				←	←	←		←	←	←	←	←	0	8	-8
3	←			←	←			←	←	←	←	←	0	8	-8

Table 4.23: Female Focus Group Tabular IRD

Tabular IRD															
	1	2	3	4	5	6	7	8	9	10	11	12	OUT	IN	D
1		←	↑	←	←	↑	←	←	←	←	↑	←	3	8	-5
2	↑		↑	←	↑	↑	←	←	←	←	↑	↑	6	5	1
3	←	←			←	↑	←	←	←	←	↑	←	2	8	-6
4	↑	↑			↑	↑	←	←		←	←	←	4	5	-1
5	↑	←	↑	←		↑	←	←	←	←	←	←	3	8	-5
6	←	←	←	←	←		←	↑	←	←	←	←	1	10	-9
7	↑	↑	↑	↑	↑	↑			←	←	↑	↑	8	2	6
8	↑	↑	↑	↑	↑	←			←	←	↑	↑	7	3	4
9	↑	↑	↑		↑	↑	↑	↑		↑	↑	↑	10	0	10
10	↑	↑	↑	↑	↑	↑	↑	↑	←		←	↑	9	2	7
11	←	←	←	↑	↑	↑	←	←	←	↑		←	4	7	-3
12	↑	←	↑	↑	↑	↑	←	←	←	←	↑		6	5	1

Table 4.24: Female Focus Group Tabular IRD Sorted

Tabular IRD – Sorted in Descending Order of D															
	1	2	3	4	5	6	7	8	9	10	11	12	OUT	IN	D
9	↑	↑	↑		↑	↑	↑	↑		↑	↑	↑	10	0	10
10	↑	↑	↑	↑	↑	↑	↑	↑	←		←	↑	9	2	7
7	↑	↑	↑	↑	↑	↑			←	←	↑	↑	8	2	6
8	↑	↑	↑	↑	↑	←			←	←	↑	↑	7	3	4
2	↑		↑	←	↑	↑	←	←	←	←	↑	↑	6	5	1
12	↑	←	↑	↑	↑	↑	←	←	←	←	↑		6	5	1
4	↑	↑			↑	↑	←	←		←	←	←	4	5	-1
11	←	←	←	↑	↑	↑	←	←	←	↑		←	4	7	-3
1		←	↑	←	←	↑	←	←	←	←	↑	←	3	8	-5
5	↑	←	↑	←		↑	←	←	←	←	←	←	3	8	-5
3	←	←			←	↑	←	←	←	←	↑	←	2	8	-6
6	←	←	←	←	←		←	↑	←	←	←	←	1	10	-9

Table 4.25: Male President Tabular IRD

Tabular IRD															
	1	2	3	4	5	6	7	8	9	10	11	12	OUT	IN	D
1		↑	↑	↑	↑	←	↑		↑	↑	↑	↑	9	1	8
2	←		←	↑		←	←	←	←	←	↑	↑	3	7	-4
3	←	↑			↑	←	←	↑	←	←	←	←	3	7	-4
4	←	←				←	←	←	←	←	←	↑	1	9	-8
5	←		←			←			←	←	←	←	0	7	-7
6	↑	↑	↑	↑	↑			↑	↑	↑	↑	↑	10	0	10
7	←	↑	↑	↑						←	←		3	3	0
8		↑	←	↑		←			←	←		←	2	5	-3
9	←	↑	↑	↑	↑	←		↑		←	↑	←	6	4	2
10	←	↑	↑	↑	↑	←	↑	↑	↑		↑	↑	9	2	7
11	←	←	↑	↑	↑	←	↑		←	←		←	4	6	-2
12	←	←	↑	←	↑	←		↑	↑	←	↑		5	5	0

Table 4.26: Male President Tabular IRD Sorted

Tabular IRD – Sorted in Descending Order of D															
	1	2	3	4	5	6	7	8	9	10	11	12	OUT	IN	D
6	↑	↑	↑	↑	↑			↑	↑	↑	↑	↑	10	0	10
1		↑	↑	↑	↑	←	↑		↑	↑	↑	↑	9	1	8
10	←	↑	↑	↑	↑	←	↑	↑	↑		↑	↑	9	2	7
9	←	↑	↑	↑	↑	←		↑		←	↑	←	6	4	2
7	←	↑	↑	↑						←	←		3	3	0
12	←	←	↑	←	↑	←		↑	↑	←	↑		5	5	0
11	←	←	↑	↑	↑	←	↑		←	←		←	4	6	-2
8		↑	←	↑		←			←	←		←	2	5	-3
2	←		←	↑		←	←	←	←	←	↑	↑	3	7	-4
3	←	↑			↑	←	←	↑	←	←	←	←	3	7	-4
5	←		←			←			←	←	←	←	0	7	-7
4	←	←				←	←	←	←	←	←	↑	1	9	-8

Table 4.27: Female president Tabular IRD

Tabular IRD															
	1	2	3	4	5	6	7	8	9	10	11	12	OUT	IN	D
1		←	↑	↑	↑	↑	←		←	←	↑	←	5	5	0
2	↑		↑	←	↑	↑	↑	←	←		↑	↑	7	3	4
3	←	←		←	↑	↑	↑	←	←	←	↑	←	4	7	-3
4	←	↑	↑		↑	↑			←	←	↑	←	5	4	1
5	←	←	←	←		←	←	←	←	←	↑	↑	2	9	-7
6	←	←	←	←	↑		←	←	←	←	↑	↑	3	8	-5
7	↑	←	←		↑	↑			←	←	↑	↑	5	4	1
8		↑	↑		↑	↑			←	↑	↑	↑	7	1	6
9	↑	↑	↑	↑	↑	↑	↑	↑		←	↑	↑	10	1	9
10	↑		↑	↑	↑	↑	↑	←	↑		↑	↑	9	1	8
11	←	←	←	←	←	←	←	←	←	←		←	0	11	-11
12	↑	←	↑	↑	←	←	←	←	←	←	↑		4	7	-3

Table 4.28: Female president Tabular IRD Sorted

Tabular IRD – Sorted in Descending Order of D															
	1	2	3	4	5	6	7	8	9	10	11	12	OUT	IN	D
9	↑	↑	↑	↑	↑	↑	↑	↑		←	↑	↑	10	1	9
10	↑		↑	↑	↑	↑	↑	←	↑		↑	↑	9	1	8
8		↑	↑		↑	↑			←	↑	↑	↑	7	1	6
2	↑		↑	←	↑	↑	↑	←	←		↑	↑	7	3	4
4	←	↑	↑		↑	↑			←	←	↑	←	5	4	1
7	↑	←	←		↑	↑			←	←	↑	↑	5	4	1
1		←	↑	↑	↑	↑	←		←	←	↑	←	5	5	0
3	←	←		←	↑	↑	↑	←	←	←	↑	←	4	7	-3
12	↑	←	↑	↑	←	←	←	←	←	←	↑		4	7	-3
6	←	←	←	←	↑		←	←	←	←	↑	↑	3	8	-5
5	←	←	←	←		←	←	←	←	←	↑	↑	2	9	-7
11	←	←	←	←	←	←	←	←	←	←		←	0	11	-11

Once all of the arrows are placed in the IRD, they are tallied according to the direction they face. All arrows pointing upward are counted as *Outs* and all arrows pointing to the left are counted as *Ins*. The delta indicates the relative position of an affinity within the system. The affinities with positive deltas are considered *relative drivers* and the affinities with negative deltas are considered *relative outcomes*. These drivers and outcomes are then transferred into a *Tentative SID Assignments Table* that will indicate the placement of the affinities within the system. Below are these assignments for each of the four groups:

Table 4.29: Tentative SID Assignments Male Focus Group

Affinity Name	
1.	Communication Skills
2.	Community Involvement
3.	Delegation
4.	Diversity
5.	Fiscal Involvement
6.	Honesty
7.	Humor
8.	Non-traditional
9.	Organizational Skills
10.	Personal Commitment
11.	Team Builder
12.	Visionary

Tentative SID Assignments	
6	Primary Driver
10	Secondary Driver
1	Secondary Driver
4	Secondary Driver
12	Secondary Driver
7	Secondary Driver
9	Secondary Outcome
8	Secondary Outcome
11	Secondary Outcome
5	Secondary Outcome
2	Primary Outcome
3	Primary Outcome

Table 4.30: Tentative SID Assignments Female Focus Group

Affinity Name	
1.	Business and Management Skills
2.	Communication
3.	Community
4.	Composure
5.	Decision Making
6.	Empowerment
7.	Focus
8.	Girl Scout
9.	Passion
10.	Personal Balance
11.	Politics
12.	Relationship Building

Tentative SID Assignments	
9	Primary Driver
10	Secondary Driver
7	Secondary Driver
8	Secondary Driver
2	Secondary Driver
12	Secondary Driver
4	Secondary Outcome
11	Secondary Outcome
5	Secondary Outcome
1	Secondary Outcome
3	Secondary Outcome
6	Primary Outcome

Table 4.31: Tentative SID Assignments Male presidents

Affinity Name	
1.	Communication Skills
2.	Community Involvement
3.	Delegation
4.	Diversity
5.	Fiscal Involvement
6.	Honesty
7.	Humor
8.	Non-traditional
9.	Organizational Skills
10.	Personal Commitment
11.	Team Builder
12.	Visionary

Tentative SID Assignments	
6	Primary Driver
1	Secondary Driver
10	Secondary Driver
9	Secondary Driver
7	Circulator / Pivot / ?
12	Circulator / Pivot / ?
11	Secondary Outcome
8	Secondary Outcome
3	Secondary Outcome
2	Secondary Outcome
4	Secondary Outcome
5	Primary Outcome

Table 4.32: Tentative SID Assignments Female presidents

Affinity Name	
13.	Business and Management Skills
14.	Communication
15.	Community
16.	Composure
17.	Decision Making
18.	Empowerment
19.	Focus
20.	Girl Scout
21.	Passion
22.	Personal Balance
23.	Politics
24.	Relationship Building

Tentative SID Assignments	
9	Primary Driver
10	Secondary Driver
8	Secondary Driver
2	Secondary Driver
4	Secondary Driver
7	Secondary Driver
1	Circulator / Pivot / ?
12	Secondary Outcome
3	Secondary Outcome
6	Secondary Outcome
5	Secondary Outcome
11	Primary Outcome

SYSTEMS INFLUENCE DIAGRAM

The Systems Influence Diagram (SID) is a visual representation of a system of interrelationships between the affinities. In designing the SID, the tentative SID assignments are used to arrange the affinities with the primary drivers to the left and the primary outcomes to the right. The secondary drivers and outcomes are then placed between the primary driver and the primary outcome. Each affinity and its corresponding number is placed in a rectangle and then connections are drawn between each affinity in the direction indicated for it in the IRD.

CLUTTERED SID

The first SID that is drawn is known as the cluttered SID because it contains every relationship that is represented in the IRD. This SID is considered saturated because all of the links that were determined by the participants in the interview protocol are shown in the cluttered SID.

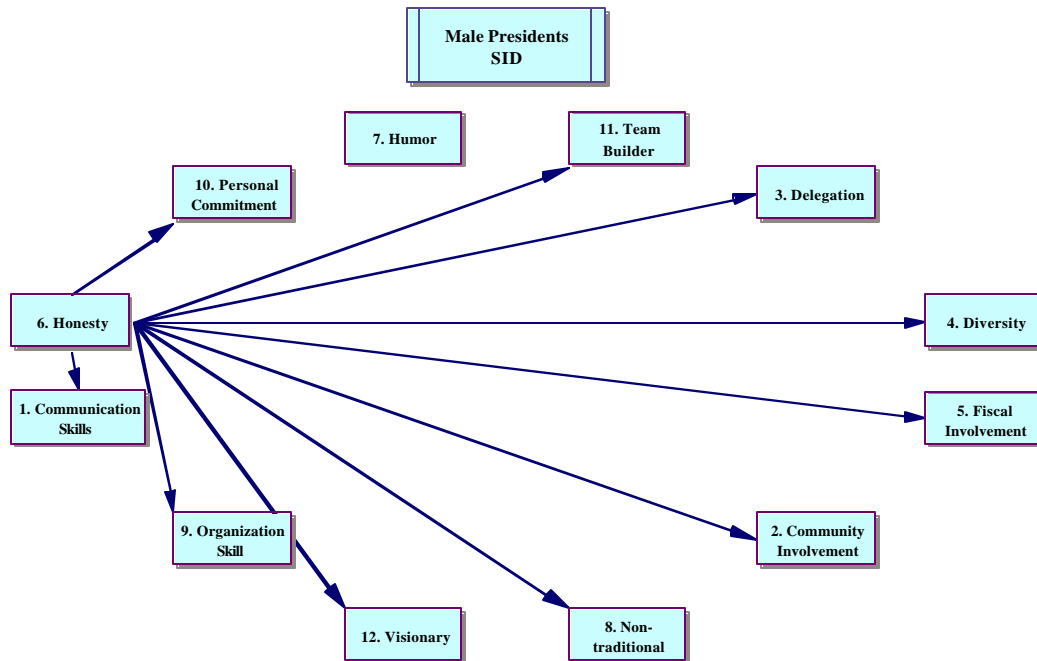
Composite Theoretical Codes

The cluttered SID is built link by link by examining each affinity pair and representing the relationship and the direction of that relationship. Quotes from the participant interviews were identified that supported the direction of the relationship indicated in the IRD. The researcher then combined all quotes relating to each specific relationship into one composite quote. The following discussion will build both the Male and Female SIDS one affinity pair at a time.

Male Presidents SID

Honesty Influences...

The primary driver of the men's system is *Honesty*. This affinity influences all of the affinities in the system with the exception of *Humor*, which did not relate to honesty in either direction.



Communication Skills “I think if you are an honest person and you’re demonstrating that in your leadership then you’re really communicating it. And so I believe communication skills are more dominant there. So honesty does create, I think a need to

communicate in a way that is genuine and understood and you don't have to use a lot of prose for people to get it. Communication and honesty- if you get into a situation where you have to start telling white lies, where you have to start covering your back side a little bit because you want to look good in the public, it all starts downhill after that. You need to be telling people at least why or what the reason is. And they may not agree with what the decisions are, but no one can ever say that you did not have an opportunity to know that this was coming. What I've heard so often was that all I want to do is just be aware of what's going on so that I in turn can respond. I may not like this. I may not agree with this. And that obviously translates into honesty and communications; honesty in dealing with personnel, with problem-solving, with resource distribution. We're going to tell them the bad news and we just better be willing to do two things: number one, defend it or number two, tell them how we're going to turn it around. Honesty is the fundamental and communication is how you do it. If you're not honest it doesn't matter how good a communicator you are. You can communicate dishonesty. Honesty is communicated in probably every action and then in every word, either honesty or dishonesty. So the verbal and nonverbal are revealing. I guess that's how you know about honesty is through communication. If you talk about honesty and what you need to do in an organization then that can help, it seems to me help people learn to be more honest and the importance of the appearance of honesty. You can be a great communicator but if you're not communicating from the heart or you're not communicating honestly then there are going to be problems."

Personal Commitment “I think you have to be honest first to yourself, true to yourself to make the commitments you have to make on behalf of the college. You’ve got to be honest first to yourself and commitments. If you don’t have commitment, well you have to be honest about what it is you believe and what you’re willing to commit to. It really is the heart of a person. And the reason I say that is that I think that you have to be committed, but first you have to be honest.”

Organizational Skills “Honesty does influence organizational skills. You have to be honest. You know your organization is only to the limits of your comfort and your honesty has to do with different members of your team, their level of ability. You have to be honest. You don’t have to be ugly and honest. You have to be honest about where people are in their growth and development. I feel very strongly about that. Being above board using skills that people can understand and that you use consistently will help people to gain trust. You don’t want people doing underhanded things. Again with the organizational skills as you’re putting together organization of any college, you’ve got to be honest, open and fair with your people in order to have it be successful. And I think there’s a relationship there in terms of self-knowledge and honesty with yourself about how much you can handle and do.”

Visionary “Well I think honestly looking at the vision for the future is very important as well. So honesty comes first. I think that with the honesty aspect you’ve got to be true to yourself as to where you’re going and how you’re going to get there and to be honest with people about how you plan to arrive. I think you have to be able to explain. And

people have got to trust you because if you're going to truly set a vision for the institution, which you have to be visionary to do so, you've got to have respect and trust. So I think honesty is before anything that you want to do - if you want to be a visionary people have got to respect you and trust you. And I think that's so key when we make selections of leaders. I doubt that a person without integrity could do very much with vision."

Team Builder "I think if you say you're committed to something, honesty has to flow from that. If you say you're committed to team building then honesty has to characterize how it's put into play. I think sometimes as you're coaching people that need to be developed that brutal honesty hurts and so you have to be careful about how you are honest or share things, but that you have to be honest. Leaders who attempt to build teams who are insecure and operate from behind a mask are not consistent with what they say. They're going to have a tough time building a team."

Non-traditional "I'd say honesty influences nontraditional because when you look at the definition of doing things out of the ordinary and not limited by boundaries, you can do that, but you have to be honest about it. I think you either value or don't value or tend to value or don't tend to value nontraditional and so I think there's a relationship there and I think honesty is the primary driver. I think honesty is first and nontraditional second, because if you're wanting to apply yourself and think outside of the boundaries, you've got to be clear and upfront about what you're doing."

Community Involvement "Gosh, if the community doesn't believe you you're screwed. Honesty should be pervasive in everything we do. I think it's essential. And I think

honesty has to be the driver there. I think you have to be honest in dealing with community requests. Sometimes people or groups want something from you as president or from your institution that you can't give. And I think that you need to be able to say 'No' and say why. I think a lot of political things get created because people are sometimes not willing to just be direct and say 'That isn't going to be a priority for this institution'. I think there's a relationship where again, it can help bring people into a comfort zone where there are more honest exchanges of ideas. I think the integrity of the institution is one of the most important marketing devices, because if your students believe that this is the real thing, that's what they're going to convey to people and that's what allows you to do the kind of work that you do. I would say honesty would tend to influence one's community involvement in terms of how effective you would be. I mean I was trying to think of the opposite of that. If you were dishonest, you probably would not get a very good response with people wanting to engage you. So I think the more honest you are the more likely you would be to be effective in your community involvement. You've got to be honest and upfront with the community. I mean they can usually see right through it and that's just, that's very essential."

Delegation "Honesty influences delegation. Same thing. Where I give directive more or less has to do with being very straight forward about that person's own growth and abilities. I cannot treat everybody exactly the same and you need to be prepared to share with people that 'I'm giving you this or here's the limit of my comfort in delegating this. I need you to come get back to me on this piece'. It's difficult because you've got to trust people. You know, you just have to get into all that and if you make a mistake every

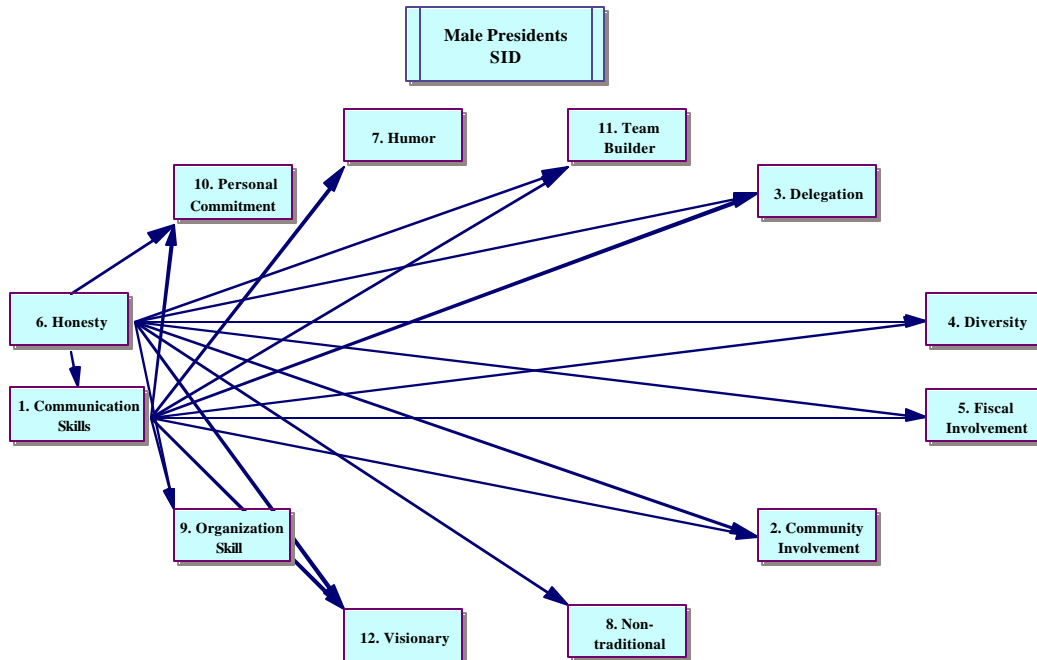
once in awhile, sure, but I believe you've just got to be open and honest with people. And as you delegate you've got to tell them the straight story and then they in turn have got to be willing to tell you the straight story and the only way you do that is through trust. I guess it would be in terms of how forthcoming one would be with what it is that one is delegating to somebody and what one was looking to have as outcome. So the honesty would be kind of a precursor of being able to do that effectively. The more people who earn your trust, the more you're willing to delegate. Or you may not be honest or doing something honest that I need to pay more attention to and not trust you with so much delegation."

Diversity "I think if you're trying to understand cultures, if you're trying to understand people, both sides have to be open and honest with each other in order for it to be successful. Either the commitment that is there is honest or it's not. I think it's extremely important that we understand that whole people are not all the same, people are not predictable. We can have one definition of one, an honest person looks like this or behaves like this, and we may be misreading another person. That's not to say that everything is situational, but it is to say that how people behave on first glance or on the surface may look dishonest and if you rush to that judgment, then you will be wrong about that. So I think our very diversified world right now causes us to have to pay more attention to what is really going on and that means asking more questions, so I think honesty probably influences in a variety of diverse ways. I would say in the case of both honesty and humor that having those qualities would go in the direction of diversity in that I think one would be more effective and more comfortable in dealing in a diverse

environment to the degree that one had those qualities. My philosophy is, you know, no matter what background you come from, man, woman, child, whatever, Black, White, Green, Blue, you have to be honest.”

Fiscal Involvement “Very important. Honesty is right out front with fiscal involvement. In this day and age where you’re being watched under the looking glass microscope, you cannot hide anything. Honesty influences fiscal involvement. Once again, are we doing what we say we’re doing? Well it’s the bottom line. I think honesty probably has to come first there because if you’re honest about it fiscal involvement is pretty simple. I don’t want to be a crook. I did not say you are required to be good stewards of the fiscal and integrity of the institution but you have to be.”

Communication Skills Influence...



Personal Commitment “I think you have to be able to communicate your passion for things. I think that it’s important because if I have the passion and I have the love and I have the commitment and I can’t communicate to people that passion and why I believe in it the way I do and why I love it so much and why I think it makes a difference in our community then it’s all for not. It’s just that if you’re committed to something I think when you do communicate it, it comes out in such a way that people know the commitment is there. You can have a personal commitment and not communicate it to others, but solely in terms of the dimension of being an effective president then I would say that communication again would be the primary driver, but if you can’t articulate what that commitment is and can’t through that articulation either inspire or influence others, then there may be a limited effectiveness there. You’ve got to be able to communicate your values and ideas and why it is that you have spent all your 34 years in these systems. Because if you are personally committed people will observe everything that you say and do and your behavior as well as what you’re saying. And your behavior is also communicating.”

Organizational Skills “In terms of planning and organizing and then leading cooperative or collaborative efforts, it’s how you communicate those. So communication skills are more dominant. Part of how you align the services and resources of an institution to do something are the organizational skills and that all takes communication. It’s critical to creating organizational systems. You’ve got to communicate.”

Humor “Humor relies on communication as its vehicle. I think it’s appropriate to have a lot of humor laced in communications. So again, I think what you’re trying to communicate is the more important message but humor is a great adjunct to it. Humor is a communication style. And again you can teach humor and you can talk about humor and you can help people to understand life enhancing humor.”

Visionary “If you are not able to articulate your vision of the college, your mission of the college, your goals of the college then how are you going to be in the community selling the college? And I think that the listening side of communication skills are as important as the articulation of the message. You can have that vision and you know the destination but if you can’t communicate how you’re going to get there, then that vision is all for not. You can have a vision in isolation without a whole lot of communication. However it needs to be an organizational vision. It can’t happen without a lot of communication. You’ve got to be out there and being a champion for the cause.”

Team Builder “Well for instance communication and team builder. You can’t build a team if the team doesn’t feel comfortable that they understand you and if the dialogue isn’t right. If you’re not giving them enough guidance and you’re not hearing from them. I mean the only way the team can take place is with a high level of communication. You have to be able to talk with people and coach them. I used to be a football coach and I was thinking if you can’t put that team together, if you can’t have those guards pulling and blocking and carrying out their assignments for that running back - well it’s the same thing here. If I can’t pull all that together in the organization to make that work - the only

way I can really do it is to communicate with people. I'd say without good communication on anything it's hard to put any type of team building process in place. You can't be a very good team builder unless you communicate well. You've got to be able to convey an idea. You have to be able to have it understood and carry it through."

Community Involvement "Communication is a critical skill in most aspects of what a president does, I mean certainly in community involvement. I could be involved in the community but if I don't understand my mission and I don't understand my vision and the destination I'm trying to get to then I'm not going to do a good job at communicating that in the community. So I think I need to make sure that I have those good communication skills first. I think that drives how effective I am in the community. You know one's ability to communicate is going to make one more effective engaging in community involvement. I think if you were not a communicator or have the ability to communicate, there wouldn't be much influence in terms of community involvement or much point in it. I think communication would be the primary driver in the relationship in that the better one communicates needs or gaps related to a particular community issue, the more likely one is to generate community involvement and helping the college respond to it. So I would see communication as being the kind of prerequisite to effective community involvement. Well I think there is a relationship in that you've got to be able to communicate to the faculty, to the staff, to the college the level of involvement or your perception of the community. In other words, these communities have something to say about where your college is going and you've got to be able to convey that with meaning. I think communication is the key to everything. You can be

involved in the community but if you're not a good communicator you're a sunk duck. Things get twisted and things come out in the newspaper and I just think communication influences community involvement."

Delegation "In terms of delegation you have to be able to clearly communicate what it is that you're delegating, what you expect. And then you have to listen probably and monitor more than anything. So it's a communication skill of observing what the person accomplishes with the delegation. It's kind of a monitoring thing. If I'm delegating and if you work with me and I'm delegating something to you, has my message been conveyed? Have you received it? Can you respond appropriately? Do you understand it? Can you demonstrate you understand it? And so that's the reason I think again that communication drives delegation if it's to be efficient and effective delegation, and people to carry out what you need done. If you want to delegate and you can't communicate it out then you've got problems. You can delegate things but if it's not clear what you're delegating and why or what's expected, if it's not clearly communicated then it's not going to be delegated in the way it should and it's not going to turn out the way you hope it will. Again, one's ability to delegate is only as good as one can communicate what it is one is delegating."

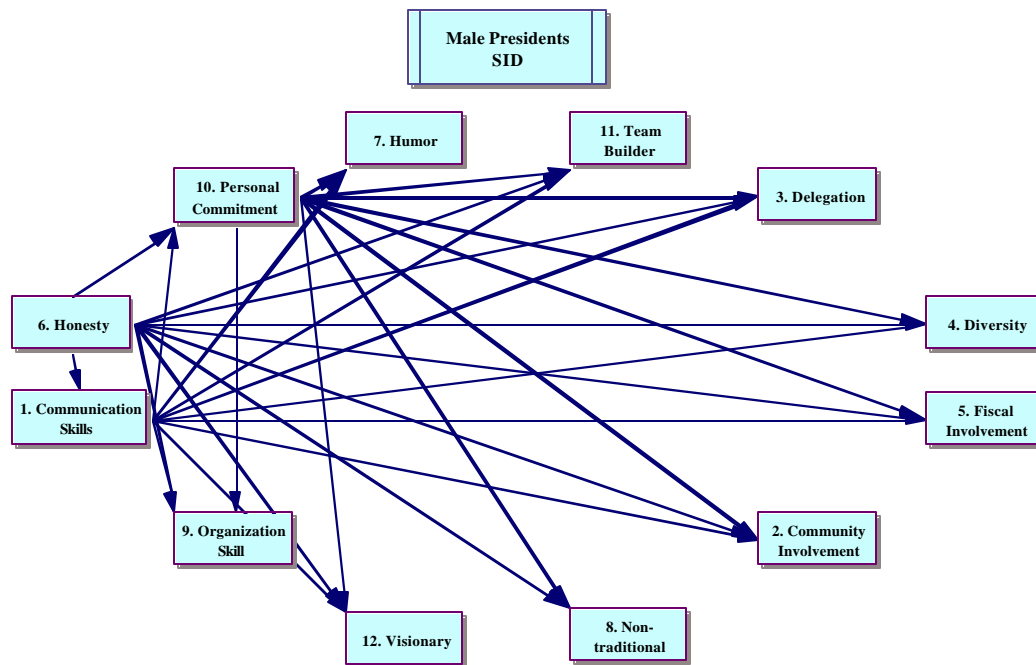
Diversity "I think communication skills influence there because in terms of diversity, it's how you talk and how you conduct yourself as to how diverse and how well the diverse culture of your institution works. I do think in terms of diversity, if we go back to that communication and understanding then I think that a good communicator makes sure that people understand. I think for us to understand our students, their cultures, their

backgrounds, where they come from and to be able to make sure that as we understand that we can then relate that into good support systems and curriculum offerings, that those students can participate and be successful. I mean certainly the president has to communicate effectively what the institution stands for in terms of diversity. I think that communication influences the diversity in terms of one's ability to be comfortable in a diverse environment because of the different cultural and ethnic backgrounds and so forth that are in a diverse institution such as my own. And so being able to communicate with various constituent groups, the better able one is to relate, to say Latinos or African Americans or whatever, and the more comfortable one would be in that environment."

Fiscal Involvement "I suppose that communication skills are more dominant because you have to be able to speak the language of the bean counters. And so you have to be able to communicate with them and understand debits and credits to be effective and being aware of what's going on fiscally with your institution. We have to make presentations to our County Commissioners on our \$10 million dollar budget that we receive from the County every year. We have to communicate, for example, we received a survey just yesterday afternoon at 5:00 from our system office asking us to tell them what would a 1% reduction do to our budget next year? What would a 2% reduction do to our budget? What would a 3% reduction do to us? What impact would it have and all that? Well, from a fiscal standpoint I've got to be able to take those numbers along with my VP for Finance, take those numbers, communicate that back to the system office, who will in turn then communicate that to the Legislature and so if you're going to have to live with some of those budget cuts we're talking about, you better be able to

communicate exactly what you can live with and can't live with. In an environment that we're in today, the president spends a good deal of time communicating within the institution and externally with Legislators and leaders and the media around fiscal issues and challenges. You have to be above board on fiscal matters and you've got to intentionally communicate and communicate well about that so the people feel that you're accountable and trustworthy.

Personal Commitment Influences...



Organizational Skills “I think personal commitment influences your organizational skills. Personal commitment means I’m committed to certain things happening. My energy and vision tells us how we want to organize. You have to be willing to work toward it. You have to be willing to commit to it to make sure that it works. I think there

is a relationship there. I might not have said that ten years ago or even 15 years ago. But with technology as it is now I do think that there has to be a high personal commitment to honing and acquiring new organizational skills. So there's a relationship and I think personal commitment is the driver."

Humor "I'd say personal commitment influences the humor, and the reason I feel that is I think if you're committed to something and when you have that kind of commitment, those individuals enjoy their jobs. And of course, if you're happy with your job then there will be some humor along the way. Back to that whole person. If you can't laugh at yourself then you're probably not a healthy person."

Visionary "I think they go hand-in-hand because I do think that again that personal commitment is so important to get to that vision. You've got to have the energy and all to get there. And I'll guarantee you some of the things that they do, it's that personal commitment that drives those individuals. I think personal commitment influences the visionary because if you have a passion for the place, the energy, the confidence, I think it leads to visionary ideas. I'd say the passion is precursor to being the visionary and again the degree to which you're engaged in your institution, the more likely you are to sort of think out there beyond the day-to-day."

Team Builder "So the personal commitment influences team builder. I think you've set the picture for your team and then the team goes and does it. I think there the personal commitment to appreciating team building and its importance of achieving the vision would be the driver. I think you have to have energy to be a team builder. And I think

you have to be in good health mentally and spiritually so I don't think somebody, I think someone who doesn't tend to their personal commitment can be a good team builder. The passion would be the precursor to the team building and again back to being an effective team builder, I think you have to have enthusiasm for the team and what the team's up to."

Non-Traditional "I think that sometimes as you do things with a passion that you do things that are outside of the box. I think if you're thinking out of the box and you're trying to do things, the personal commitment, I think you have to have that to get where you want to go. Because you've got to have that personal point of view as you want to engage nontraditional kind of practices for your organization. There's a certain amount of ritual and discipline to taking care of oneself however, if that's all you're doing you can get burnt out. So you need variety. You need to put yourself in the new situations because I don't think creativity often comes from a comfort zone. So if you intentionally allow yourself to get out of a rut then you would probably be better off."

Community Involvement "I think personal commitment is the way that you get involved in some of the community activities. Why go out and join anything if you're not committed to it? One of the things that I was asked before I became president was how would I value the community and how would I get to know the community? What would I do to be involved in the community? And the way I answered that question is that I live in my community. And I live in a community and if I live in a community I'm actively involved in a community. If I'm going to actively be committed to serving this community then I want to live here. I understand all the community needs. I go to all the

community leadership things. Not all, but I learn what the priorities are in the community outside of the educational arena and things along that line. So by virtue of living here I'm an active member of the community. So to me I don't know how you can give a bigger commitment than saying that. The more passionate you are about what you do and your institution, the more I think you'd be inclined to get engaged into the community."

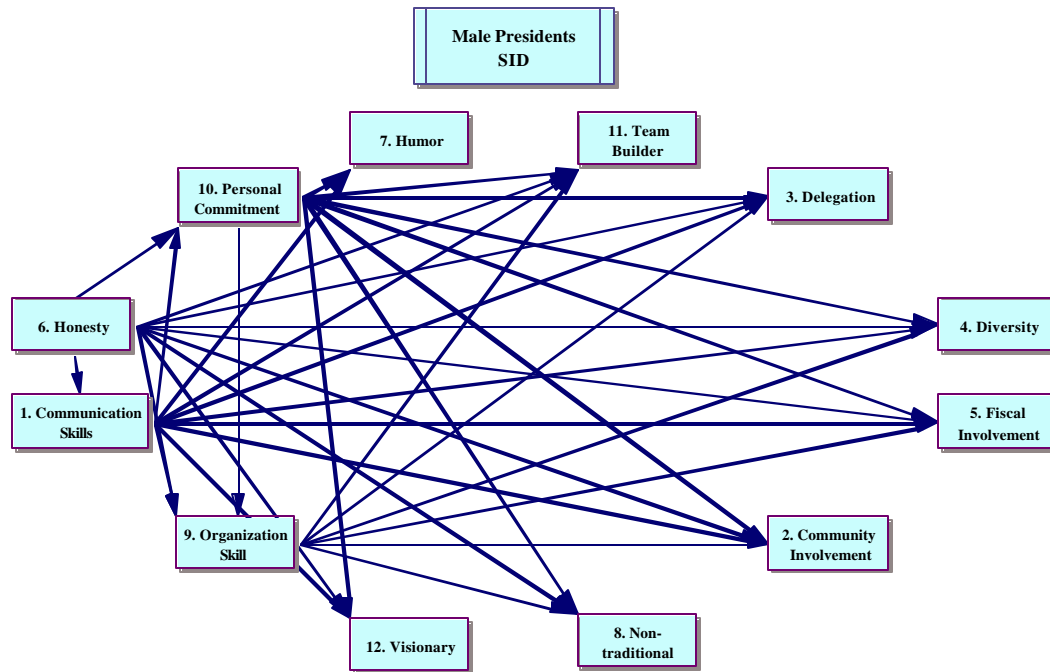
Delegation "I think being confident enough in who you are and what you stand for that you can delegate responsibility to others. I believe on the delegation parts of it, you know what you're committed to. You know what you're passionate about and then you begin to delegate responsibilities to help carry out and fulfill that commitment and passion that you have that you're responsible for at the college. You can't be a college president if you're not committed. And you know you can't just sit back. You have to delegate but you have to have that commitment all the time. I think the driver there is the personal commitment in trying to be more inclusive and allow people growth opportunities and delegating to them. If I don't have my own personal act in order I can't very well delegate."

Diversity "It's how you communicate to others your attitudes about inclusion. I just think those are primary core values that enable you to create the diversity that you want. Personal commitment is the way people get energized, the way people become the whole persons that they are. It's very different and we need to acknowledge that. We need to acknowledge that at different times in people's lives they're going to be more or less in an organization. And if you're in a large organization you can allow people to develop at

their pace or to be more or less energetic and just not expect everybody to be on the same playing field. But acknowledging that. Then you need to have all of these mechanisms and opportunities in place so that at different points in their lives they can get engaged in that personal commitment when it feels right to them. I would see that one's personal commitment again, to the degree that one's passionate about this place is going to influence one's accepting of the diversity that this institution has."

Fiscal Involvement "I long time ago I decided the legislature will never give you enough money to make you good. And they'll never cut you enough to keep you from being good. The commitment of your people is what makes you good. I think that commitment needs to be very strong, that you're open and honest with the community because you are using tax payer's dollars. I think a CEO has to be personally committed to the integrity of the fiscal affairs. You can't just kind of blow that off or totally delegate and think that's somebody else's responsibility. The more engaged you are, the more passionate you are about the operational matters of your institution, seems to me you would be more inclined to be involved fiscally."

Organizational Skills Influence...



Team Building “I think you have to condition both team building and vision based on some realities concerning organizational skills and your ability to manage it. What kind of organization will get these things done or make sense. You can build teams with or without high levels of organization but it’s certainly enhanced if it’s organized. If you attempt to say ‘Okay it’s time to team build now’ and everybody has other priorities you’re not going to build a team. But if you’ve got good organizational skills you plan for the team building.”

Non-Traditional “Nontraditional and the organizational skills. I don’t know. It’s interesting. I suppose that sometimes you have to think out of the box in terms of the way things are being organized or organizational behavior. So I would say organizational skills come first. If you’re going to do something out of the ordinary you’re dealing with nontraditional people, I think you have to have good organizational skills to bring your goals and objectives together to make things work. If you’re doing things out of the ordinary you’re still going to have to be organized. I think the more organized you are, the more able you are to think about doing things in new ways.”

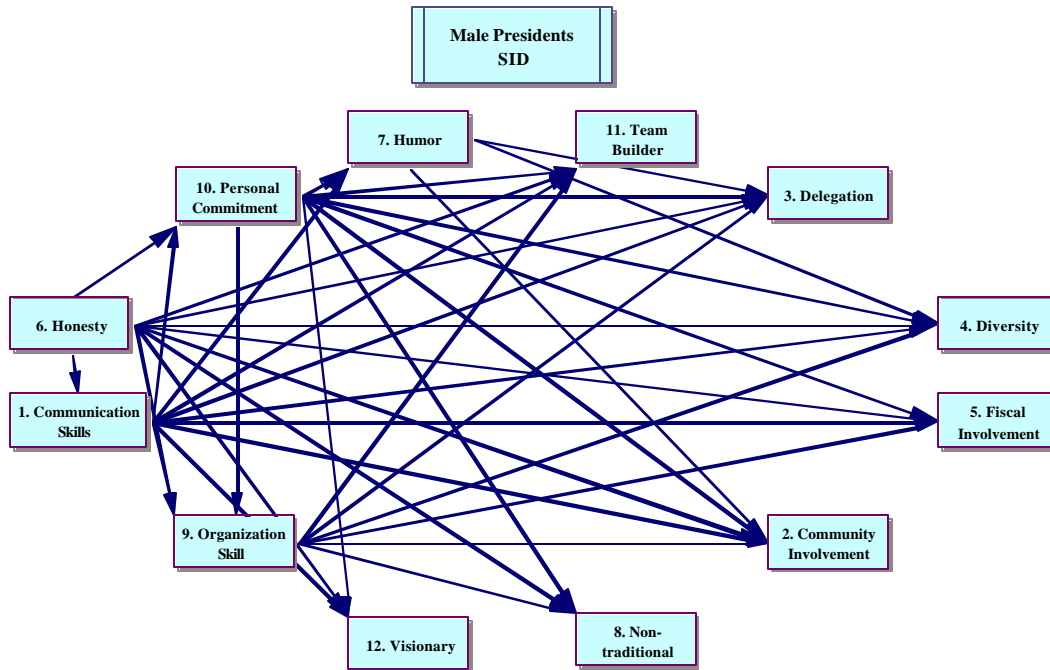
Community Involvement “If you’re going to be involved in that community and you’re going to run the United Way, they are going to see your organizational skills whether you can do it or not. So if you’re going to be involved in that community, you’re going lead Chambers, you’re going to lead United Way, you’re going to serve on Boards of Economic Development and they better see that you have the skills to do that. I think you’re hurting the college if you do not have the good organizational skills when you start taking on leadership roles in that community. People that aren’t very organized, I couldn’t see how they could be involved in anything but their normal job. You know, quite often what I get asked to do is to lead community efforts in various ways. And certainly you have to help organize those community efforts and so organizational skills are used in community involvement. Organizational skills influence community involvement primarily related to time management. The more organized you are, the more opportunity you have to get engaged into the community.”

Delegation “Delegation in many ways may be an organizational skill. I think in organizational skills we all have our strengths and we all have our weaknesses. And I think that we need to be able to make sure that we’re delegating to people who are going to compensate for our shortcomings or areas of expertise we don’t have. So I think that’s very important that you understand your strengths your weaknesses and you delegate to compensate for your weaknesses. Organizational skills influence the delegation because if you’re not organized how are you going to delegate? How are you going to know what to delegate? You delegate but you still are the one responsible for making sure that it gets achieved. So you have to be organized to remember what you delegated and what you’re checking and all that. I think organizational systems need to have very strong leadership, but with input by those most directly affected. And so there is delegation but it’s not, as I used to behave, which was ‘Don’t bother me with that stuff just get the job done’. It’s just so overwhelming if you’re not able to keep yourself well organized, then you won’t be able to do some of the other things you talked about, like delegate and so forth. If you have the right skill set you can delegate to the lowest level. So part of that is having good skill sets.”

Diversity “I think that’s important because the way that you look at organizational behavior and how you incorporate diversity and diverse thinking is important. I suppose organizational skills would come first. I think organizational skills first and then you know what to look for in terms of diversity, whether it’s employing people or skill sets or whatever.”

Fiscal Involvement “Organizational skills do influence fiscal involvement. That is, you have to feel comfortable that you have enough fiscal involvement, that your organization reflects your comfort level in fiscal involvement. If it goes off track you can’t point to the org chart and say, ‘Well I knew this wasn’t going to work’. You can’t do that. I do think that from a fiscal standpoint a person has to have good organizational skills because of the different sources of money that come into our colleges, be it State, be it Local, be it through your auxiliary enterprises. To be able to put all that together organizationally so that you come down to a bottom line of \$50 million dollars or whatever your budget is. Also, when you get into your capital needs areas and you’ve got bond referendums going and you have to coordinate your bonds with various groups to make sure you can build the buildings in a timely manner and all that, yes, I definitely think there’s a correlation there. Probably more than anything else your fiscal affairs need to be very systematic.”

Humor Influences...

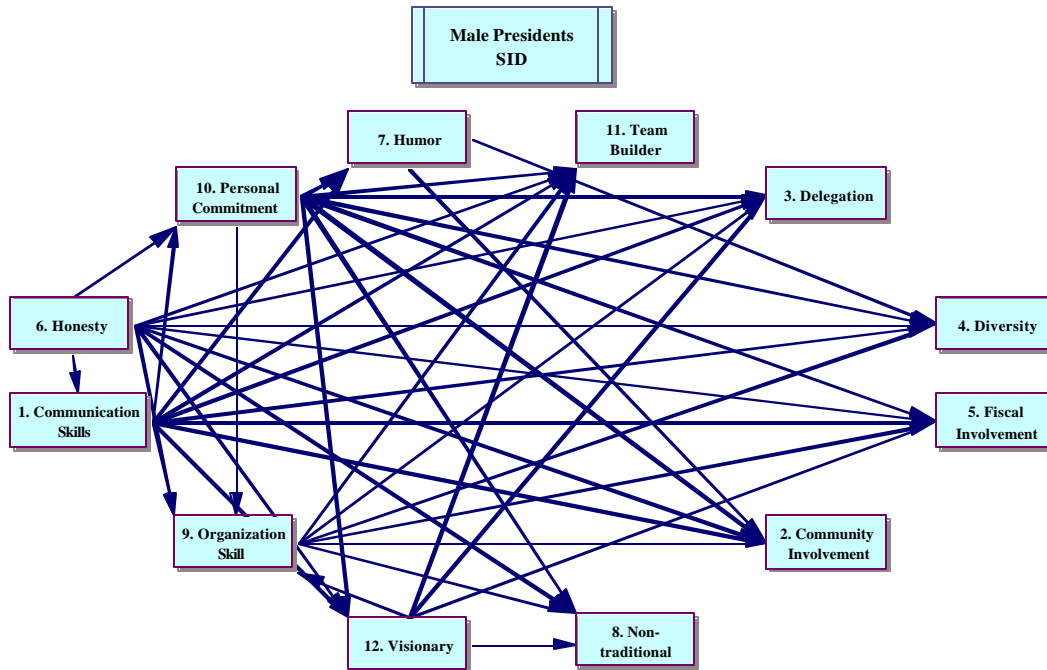


Community Involvement “I’m sure if people in the community see you as being humorous, fun to be around, that would probably play to your benefit. I think number one, if you’ve got the humor and you can lighten people up and people are attracted to you that’s good. For us again, we think whole people are best involved in the community and that people in the community are just like everybody else. They can relate to you better when you’re not stuffy. That you’re a real person and if you’re a real person you know how to laugh at yourself. Again, so long as it’s life affirming then it’s a way to draw in the community. Certainly I suspect that I’m a reasonably good speaker and do formal things, that folks invite me back because I have a sense of a good sense of humor.”

Delegation “You can’t be the only clown on the block. No, if it’s going to be effective, you probably need to turn it over to your best clown. You know humor just kind of comes along. You have to have that certain kind of personality and of course delegation is part of the job and there’s ways of doing it without being just a grump. There’s more to it. I would say humor perhaps would influence in the direction of delegation and that folks would perhaps be more accepting of tasks that are delegated to them if you’re a person of good humor and a sense of humor.”

Diversity “I guess if I tried to speak Spanish today people would laugh at me. I used to think I could speak Spanish but I don’t believe I can anymore. But I guess you could laugh at yourself a little bit in some of those areas. The more and better you apply humor to the workplace the easier it is to operate within a diverse set of conditions. I think there’s a strong relationship there.”

Visionary influences...



Organizational Skills “If you have a vision, even if you are weak at skills or fiscal management or a number of the things we talked about, the vision can help carry you through. I think that you need to actually be committed first, be visionary and then have good skills, organizational skills to build a team. But you’ve got to have that skill set. Otherwise there’s going to be a point where the staff is going to wonder, you know, where’s this guy going?”

Team Building “I think an effective long term vision for your institution has got to come from more than just the president. It’s got to engage in the institution in what the institution sees downstream. We also do a lot of what we call cross functional teams at

this institution where we bring diverse groups of people together to address either project issues, process issues, or problem-solving.”

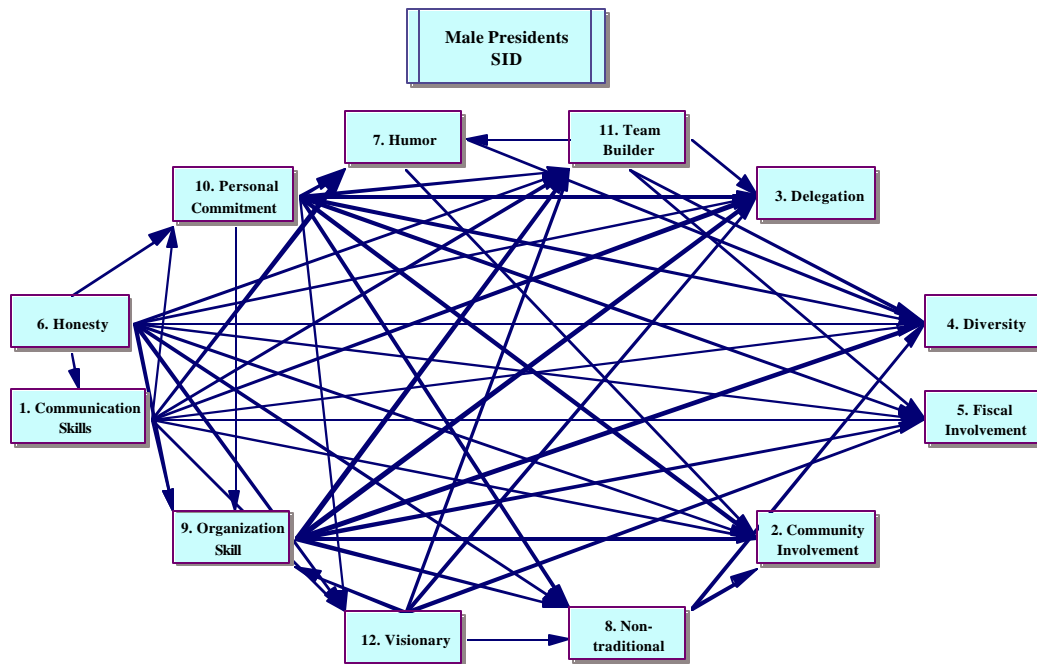
Non-Traditional “I have to come back the School of ____, you know that was sort of nontraditional type thinking. It was a vision I had first, so I guess if I use that one example I could say there is a correlation. Visionary drives the nontraditional or influences the nontraditional. If you’re a visionary person then you have a lot of great ideas. A vision can in itself be nontraditional so the vision can help an organization be something unique.”

Delegation “You state the vision and then you, in essence have delegated that vision. You hope that everybody along the institution then is carrying that out in their own way. I think you can delegate a lot of that, if you believe in a shared vision. I think you have to be able to envision where you’re trying to lead the institution but again recognizing that that should be the primary motivator for all of us. But again you don’t do it by yourself.”

Fiscal Involvement “If I have a vision and I know where I’m wanting to go, I better make sure I have the fiscal resources to get there or at least know where to go get them. So normally, if you’re a visionary person and you have goals set, of course you’re going to have to set some type of budget goals for how we’re going to spend on it. So I believe being visionary influences the fiscal involvement. We want to be fiscally sound and that we want to have a certain number of reserves and that we want to use the money wisely

and be very productive. I have systems that support all of that. That's an important part of vision. By sort of looking out towards the future you're looking for threats or opportunities for resources that you might be able to bring to your institution. So I think that to the degree that you are a longer view person, you're more likely to get engaged in fiscal matters."

Team Builder Influences...



Humor "I think if you've got people around you that are honest and open, I'd say humor is great and you can you surround yourself with people who are nontraditional in that sense they can pick up that degree of humor."

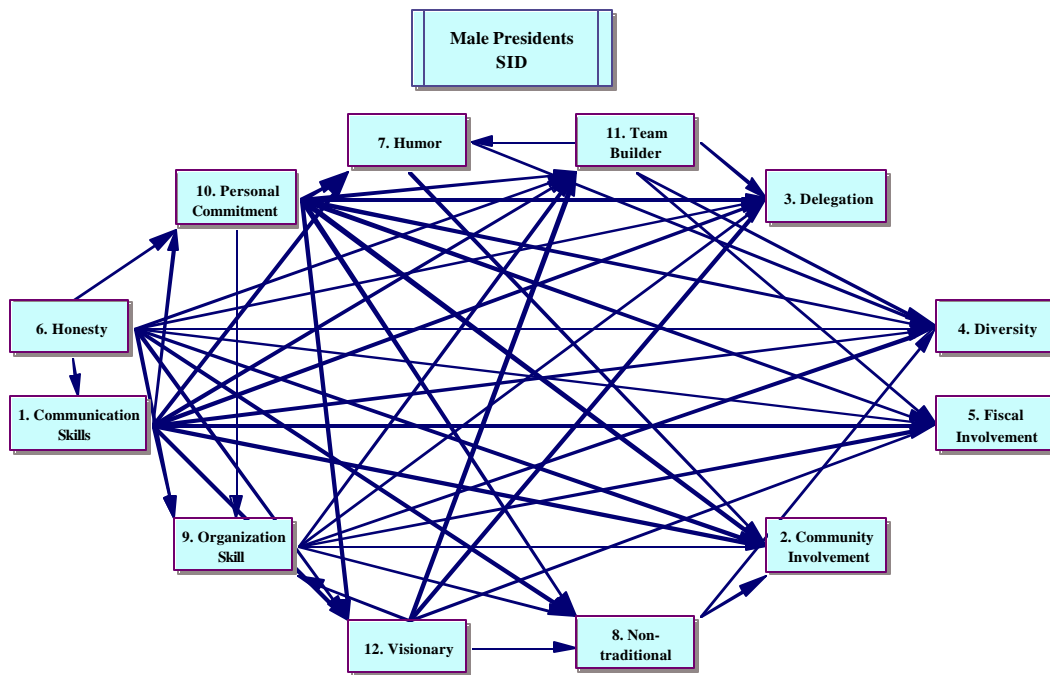
Delegation “Team builder influences delegation. If you’re committed to being a team builder, than you delegate some things to the team. I think with team building that again, we look at where is the best fit in the college for all the personnel we have. And I think to be able to delegate to people who have the strengths to best serve the college in various capacities is very important. Part of being a good team builder is being able to delegate. So at the same time I delegate, I’m close enough to a point where I know what’s going on and I’m not in their way.”

Diversity “In any team there’s a diversity of thinking and ideas and backgrounds and so I think team builder comes first there. You know treating folks in groups with mutual respect and as colleagues rather than subordinates. And so the effectiveness one would have as a team builder, I think is going to allow one to be able to deal with the diversity that you would find in a group.”

Fiscal Involvement “As you’re trying to build teams, and you’re trying to delegate to people, and you’re trying to make sure that they have the resources to do the job they need to do and if they know that they are participating in building the budgets of the college and those type of things, you’re going to have a better team come together if they’re involved in all those activities, budget building and all that. If people have good training and they know how to run a budget and they can give input about the kinds of reports they need and so on, then throughout the organization you can have a fiscal team that doesn’t feel like somebody’s breathing heavily down their neck, but that are actually

a team and so I think you're much more fiscally responsible if that's a team effort. Being a team builder goes toward the direction of fiscal involvement in that the building of a budget, engaging people in the decisions about how resources are going to be spent, and then trusting them to manage those fiscal resources responsibly is back to that issue of being a colleague rather than a superior to people."

Non-Traditional Influences...

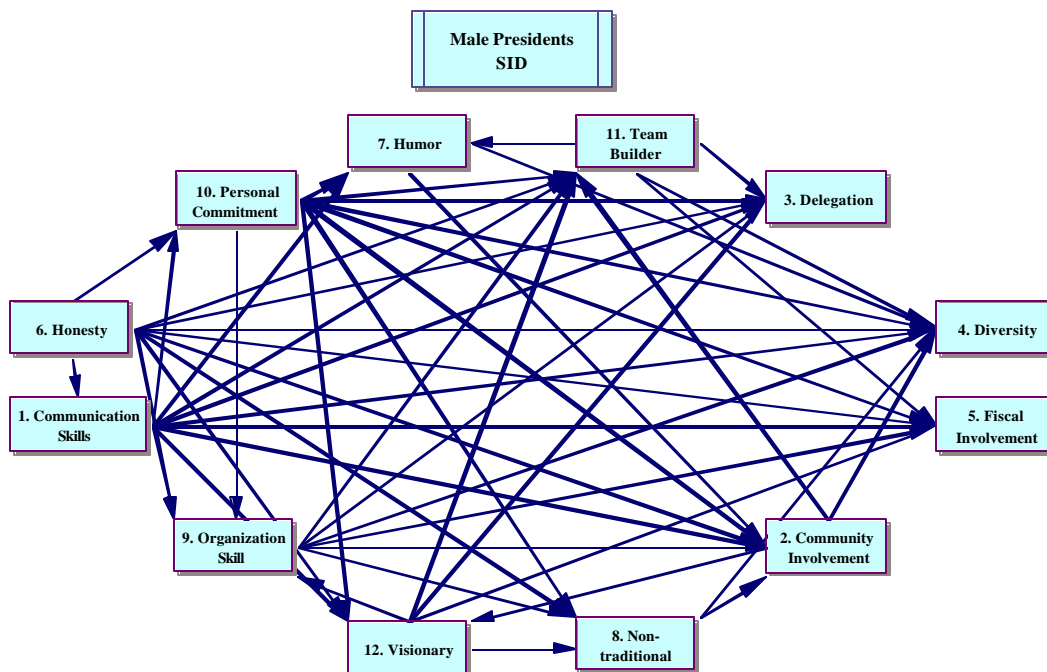


Community Involvement “When you are nontraditional to me it means that you are being innovative and taking risks and doing things to make sure that you’re actively involved. And to me that’s just a way of life. I think again that’s one of the hallmarks of the community college. We are not a traditional higher education institution. We are

agile and so our being nontraditional I think engages us in the community in a way that we wouldn't be otherwise.”

Diversity “Yes clearly to the degree when one's more of an out of the box thinker I think one is more open and accepting of the differences that diversity brings. There needs to be a process for questioning and so on. I believe that if you build opportunity for people with a variety of viewpoints to be invited to challenge, then the best diversity comes out because you can say ‘Well we can still be accountable if we change the policy to this which would allow us not to have all these road blocks’.”

Community Involvement Influences...



Visionary “The community needs to know where you're taking the organization. I think that if a president is going to serve a community and they believe in a shared vision, that

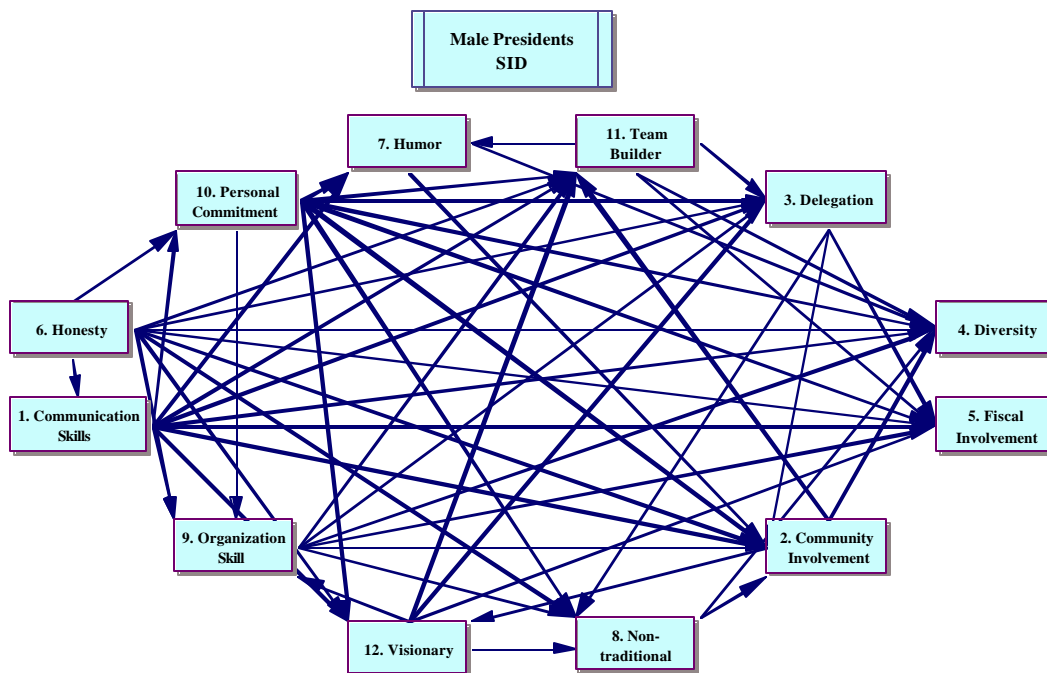
they'll be involved in that community so they can understand the culture of that community, where that community is going, how they're going to get there. And then you can begin to develop that shared vision for the community because as a community college we need to be representing the community in order to have that shared vision. A lot of times, in terms of community involvement, you need to be the person helping to build the vision of the focus of various groups or organizations. And so I would say community involvement comes first. You can't set a vision that is not supported by the community and the way to do that is to get that vision out there and get them involved. I can't be the only person to be involved in the community externally or internally, and so I've got to have systems in place where we're all involved."

Team Building "In a lot of ways your community involvement is helping to build teams in the community, and so you have to be involved in the community before you are a team builder. So when you build those community relations, and when you're in that community and you're building partnerships to help the college, then they go hand-in-hand. We want our community advisory people there at the ground level, at the ground floor on talking about how we're going to do program development and so on. I believe that team building is a community activity as well as an institutional activity. And part of how you build the process infrastructure in a community is to help people learn how to collaborate and to work together as teams."

Diversity "You must represent your community, and to be involved in that community, to understand whether it's a Hispanic population or Asian population or whatever the

population is, you have to be involved in those communities. If your community calls for diversity, if you have a very diverse community, which most communities are, then you're obligated to, from my perspective, to learn the culture, value it and serve the culture. The role that you play in diversity to me is really focused upon your community needs. The more one is engaged in the community, I think with the more one is going to experience the diversity that's in the community."

Delegation Influences...



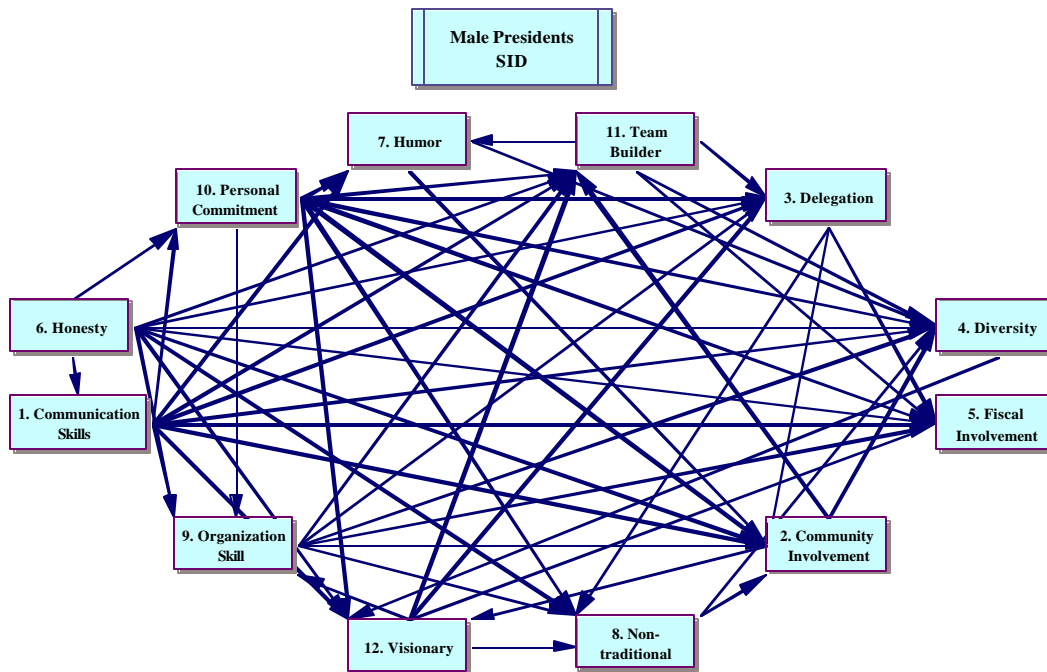
Non-traditional "I don't much care to make every decision regarding the organization. I care that the organization is committed to certain things. So how it gets organized at every lower level doesn't make much difference, I just hope we're doing it to meet the need. I don't need to start with nontraditional as far as then creating delegation out of it.

Tight control I think does not render nontraditional and so if you want to be agile and do the unexpected and be responsive, you simply have to trust that many people will come up with many more nontraditional things than you could on your own.”

Community Involvement “I think you delegate community involvement because the leader can’t just be the only person that’s involved with the community. There are a lot of ways that the community needs participation and leadership from the institution and so a lot of people in the institution have to supply that. So that’s delegating really. If I’m going to be involved in the community or I’m going to do the United Way Chair and it’s going to take 30-40% of my time, and if I do not have the right people in the right slots that I can delegate to make sure that this college doesn’t slip, then I’m in trouble. I do send my VPs to do things in the community when I can’t go.”

Fiscal Involvement “You delegate the day-to-day operations of that but I think you sure as, and when I say you I’m talking about the president of the college, had certainly better make sure they’re on top of it on a week-to-week to month-to-month basis. I have a saying here at the college, well first with my Administrative Assistant and then with our Finance Officer, ‘Don’t send me to Atlanta for \$50, Atlanta meaning the Federal Pen. If you’re going to make a mistake, make sure it’s \$50 or \$60 million so that when I get out I’ve got something big to deal with’.”

Diversity Influences...

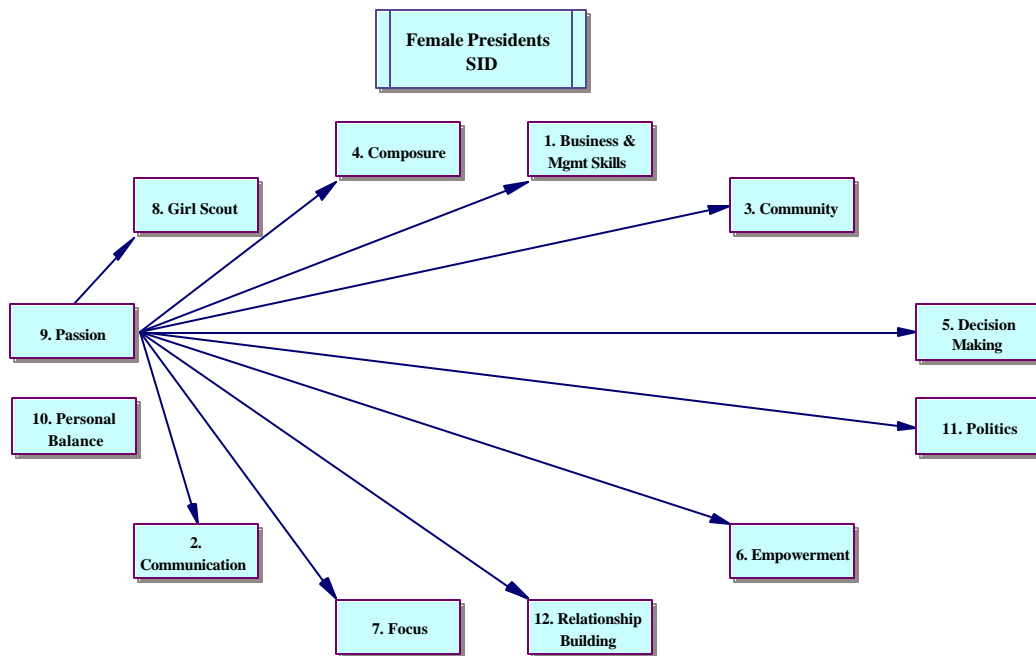


Vision “I think diversity has to form your vision as visionary. I mean you have to believe in your heart in your definition and your commitment of diversity and you have to be very comfortable speaking to that. I would say the long view is very, very influenced by the environment of this institution. I mean the kinds of things that we talk about doing in the future is reflective of the folks that are here, which are very diverse. So that I think that the diversity itself influences the vision.”

Female President's SID

Passion Influences...

Passion was the overwhelming driver of the system influencing every affinity except for *personal balance*.



Girl Scout “Well you know how can you be a Girl Scout if you don’t have a passion about something? Passion is feeling very strong, strongly about that mission. Being honest, being fair. That kind of stuff. Passion is just loving where it is that you are so much so that you can’t imagine doing something else.”

Communication “I think passion there influences communication, that your passion really creates a desire in you to articulate as clearly as you can how and when you want to communicate. You know what good does it do to be able to communicate with other people if you can’t communicate your passion? So I think your passion influences communication.”

Composure “It’s Ying and Yang and you need both. If you are following your passion then your composure is possible so I would say passion leads.”

Focus “It keeps you focused on a future. And that’s what a leader always has to be focused on, what’s ahead, not focused or drained in energy by what is behind. And to me, that’s all related to the passion.”

Business and Management Skills “I think passion sort of unbridled and unexamined can allow you to take actions that maybe were not appropriate and let your belief or your passion drive you. I can see where passion would allow that kind of focus that will allow you to move ahead with organizational skills.”

Community “I think passion influences community because a president must have that passion or the community won’t have it. I think the strongest communities have passion about what they’re about. You want those two to jive. I think presidents are very unhappy if their passion is not comfortable with the community where they reside.”

Relationship Building “I think passion really influences your ability to pull together relationships. So I think that would be the driver. I remember there used to be a t-shirt logo. When I was a partner in a t-shirt business and we had this one heat-transfer thing to put on t-shirts that said ‘I must hurry up and catch up with the others for I am their leader’. I always liked that but to me that’s related to this passion and the relationship building. You need to have it and it does influence those with whom you build relationships but, there has to be that balance as well. Sometimes I think passion can hurt relationship building also. I’ve seen presidents get so passionate and so focused on one thing that they turn off some people or they don’t respect you unless you’re part of whatever that thing is that they’re all excited about.”

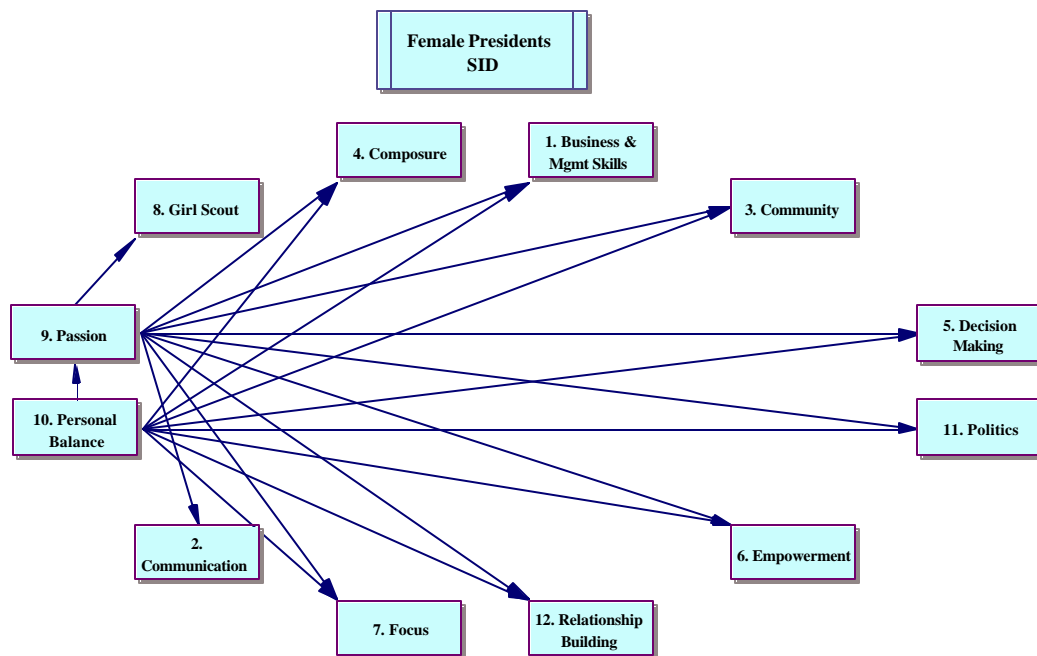
Empowerment “Well, passion precedes empowerment for me. If we are working on something at the college for which I have personally great passion, then I kick it into another gear in attempting to empower the organization or the individuals in the organization to come along with me to that passion. Passion influences that as well. Again, it goes back to really believing in what you’re doing and have people want to follow that passion and feel a part of it. When you’re very passionate about something I think you can really - it can be hard for you to let other people sort of be part of that. So, I can imagine there being breaks in that dynamic.”

Decision Making “I think passion really is the influence there. Passion, pushing you and knowing where you want to go and therefore, you would structure decision making

connected to that. Passion influences decision making. We're all passionate about different things so sometimes priorities will get set based on individual proclivities."

Politics "I think passion influences politics. That force, that dynamic of knowing where you want to go and believing in something so strongly influences your ability to engage deeply with a political environment. Passion influences politics again, just in the communicating of the priorities of the institution and how that gets done.

Personal Balance Influences...



Passion "I think a personally balanced person is more likely to have passion. So I guess balance comes first. I think they are certainly related and passion, maybe there's even a

balance in terms of the significance of one or the other. I think that for sure a personal balance helps to, what I call, regulate the passion.”

Composure “Composure comes from inner strength I believe. And you have to be centered. I think personal balance is what gives you composure. And you have to have a spiritual life, and be healthy, and have family relationships and close friends in order to have composure.”

Focus “I do think that personal balance would influence your ability to be focused. You’d know where you’d want to go and hopefully could structure things so that all of the activities in your life would lead to that, achieving what you had in your focus.”

Business and Management Skills “I think that’s hard because one of the things women tend to want to do is fix a lot of things. And when I’m mentoring I’m saying, you’re not trained as a Counselor, you’re a Dean. If you have personal problems you need to refer to qualified help. You’re here to schedule and watch the budget and motivate and have standards that are academically sound. It has to do with balance. And women will do that more than men do.”

Community “I think you also need to be grounded within your family and friend community to keep your balance going. You have to have that personal sense of belonging to something a little bigger than yourself whether that’s your community at

work, your community at home, your community at church, whatever, so your personal balance really affects how you relate to any of them.”

Relationships “If I were more personally balanced I would have more friends. One of the things I discovered in my dissertation a long time ago was that women who were college administrators, deans level and up, who had children under the age of 18, busy lives, gave up four things: publishing, writing, time for escape, vacations, that kind of thing, friendships and something else. So I think that we suffer as individuals from the friendship side, not the relationships that benefit the college but the relationships that benefit the president as a person, those suffer a lot because those kinds of relationships are less accomplished in the work setting the higher up in any one position you go, whether that’s good or not, I don’t know but it’s true.”

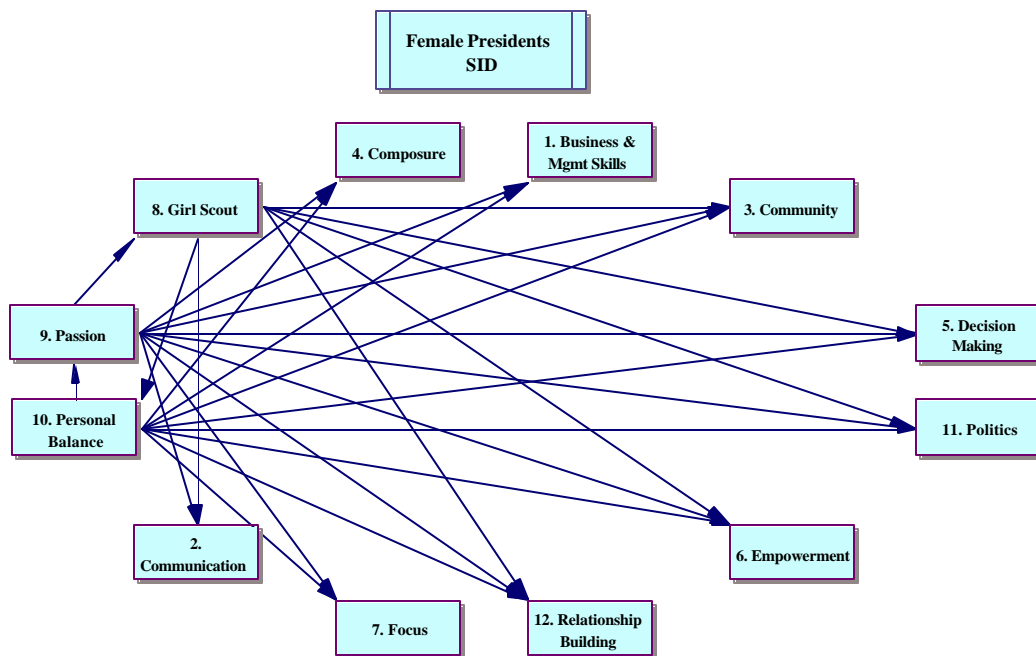
Empowerment “Well I think so because I think empowerment would then maybe come from this balance of mind, body and spirit.”

Decision Making “I think for me it’s intuitive, if I’m tired, if I’m just not focused and not making good decisions or if I’m not responding to people in a way that’s kind of natural for me over time or has been characteristic of my work in leadership, I just know it’s time to relax and to rethink. I think when you are balanced in mind and spirit that it’s easier for you to be inclusive, it’s easier for you to engage better with people in the decision making process. But I do have a very strong faith and I know I’ve been far

enough down in my life to know that if you get all the way down to the bottom, that God is there and the solid ground is there. So, I think that's where my decision making comes from. If my life is in balance I may make better decisions."

Politics "I think it's critical, if critical is a good word, critical in terms of the relationship. I think you have to have personal balance in order to be successful in politics. Both internal and external and I think personal balance would drive that."

Girl Scout Influences...



Personal Balance "Oh I think so. I think whatever the good girl is would say, you know there's a need for what I always call, taking care of yourself and maintaining an

equilibrium. I think they go together. The Girl Scout is driving it. I think if one is too caught up in the Girl Scout mentality then personal balance again loses out. It's like, if you try to spend all your time being a Girl Scout you're never going to have personal balance. So yeah, Girl Scout, I think influences it."

Communication "I think we communicate out of who we are. I think that a lot of who we are dictates how we communicate with people. It dictates how we interface with them and so I think who you are as a person, your respectfulness, if you possess that, that's how you're going to communicate. Communications won't influence that part of you, just because it allows you to sort of understand what needs to happen, how to be prepared, what you need to do. You know, as I would think of Girl Scout I think of a good friend of mine back in Texas who was a Girl Scout and that woman is a wonderful communicator. She's a wonderful marketer. She's a businesswoman. She's assertive. She's excellent at fund raising. I mean she's nice, but to a point. Very shrewd, very political. You know, not like the little nice mouse that never comes out of her hole."

Community "You know I think my college is a great example of that. And that is that the folks here feel a strong sense of respect and because of that they have a greater sense of community. The biggest problem I have is sometimes I have a hard time getting them to tell somebody when there's a problem. As far as a president's behavior, all it takes is for the president to behave badly toward one individual or one group of individuals and a downward spiral can start."

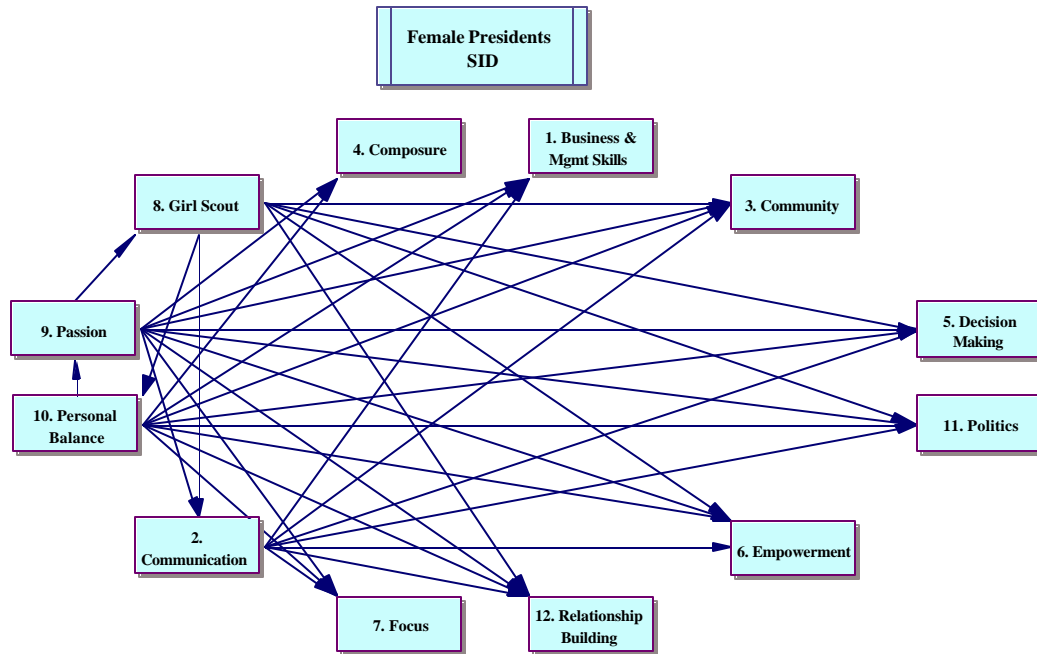
Relationship Building “I think Girl Scout influences that because nobody wants to work with somebody who’s a real Ogre. Girl Scouts are always into building relationships.

Empowerment “I think Girl Scout influences empowerment. The empowerment, the connotation of empowerment is, that it’s a positive thing. So I think Girl Scout influences and when you’re positive with people you do empower them.”

Decision Making “Communicating the decision is more important than the actual decision making. Girl Scout would have some influence, because there is a tendency sometimes to want to get revenge. To not be nice, and understandably so. I think deans experience this a lot. So the president has to make sure that that’s not happening at any level.”

Politics “The one area that if I look at this is a factor in the politics, it is being respectful and kind of expecting that, and so I would say yes with a Girl Scout maybe being the focus in terms of successful political experience. Again, going back to what I said before, if you have a bad day or make the wrong remark to somebody because you are out of sorts or angry or whatever, then that can unravel a lot of good work. So you can imagine sort of being prepared; being focused would influence your ability to interact within a political situation.”

Communication Influences...



Focus “All of us I think can speak eloquently about the mission of the community college, but what I have to be able to do also is to speak eloquently about the mission of our community college. And people expect you, as a CEO, you are the communicator of the vision. You have to stay focused in terms of how do you need to communicate that vision? When is it appropriate to communicate it and how? And you tailor it to the various audiences that you’re speaking to, and be saying the same things everywhere over and over and over again. Repeat it a lot. Put it in lots of different formats. And that goes back to communication because you’ve got to focus the whole institution.”

Business and Management Skills “I think it’s the ability to share the skills, the information that is critical. And so if you have these skills, you have to be able to share

them. Because without the ability to communicate, or encourage communication, or enhance communication, then business and management skills are meaningless. I think they're non-existent."

Community "I think good communication skills really help build community. So I see communication skills as being the driver there. And again, I think it's similar to the management piece that how you interface with people will have a big impact on how you shape community and community building. Well first of all communication is a miracle if it happens. And that's why it's so important to concentrate on communication. I'm thinking at a very global level. It's the only way we have of conveying ideas and passion and behavior. Communication is verbal, it's nonverbal. It's the image that an institution presents to the community. It's what our catalog looks like. It's what experience students have when they come to sign up for a class. It's the basis. Or bad communication is the basis of the complaints that I get. So communication to me is the key to enabling everything else to occur with any authenticity in the organization."

Relationship Building "There I think it's again communication as being the driver. The ability to really talk about who you are, make connections with people. Understand where they're coming from it really facilitates that relationship building."

Empowerment "You get things done by working with people, not reminding them all the time how stupid they are or that they work for you, which they don't anyway."

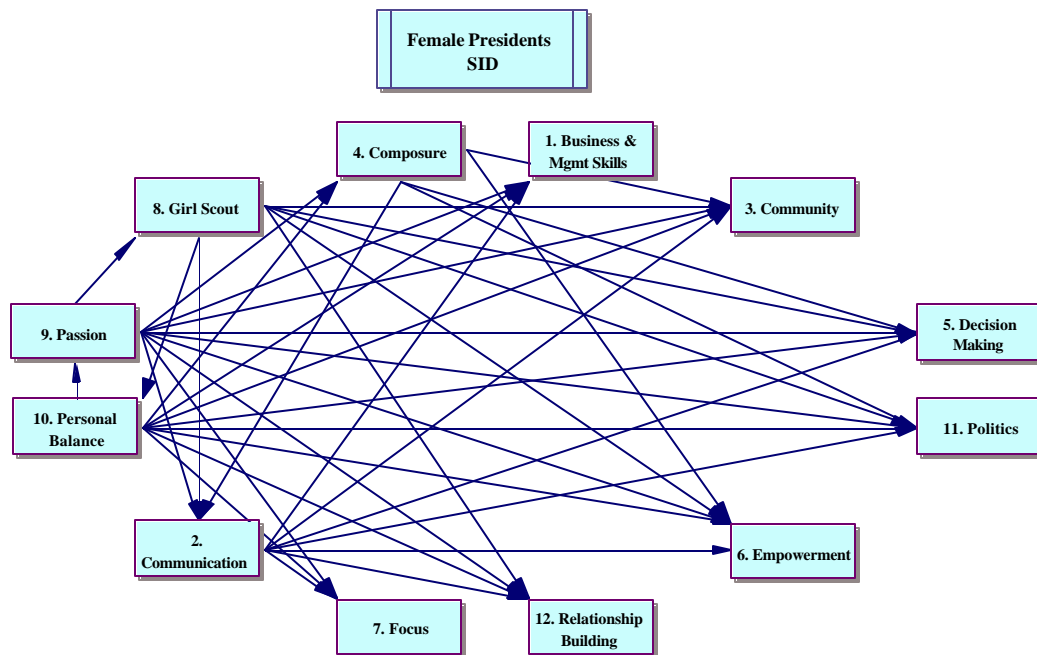
I think communication can drive your ability to sort of allow people to reach for their best. I think you have to, when you're empowering you have to define what the role is that the person is going to have. And I guess that would have to do with how your interpersonal skills, how you use those to provide others with the opportunity to participate. It allows for speaking and getting support. Communication would be a key in getting support.”

Decision Making “For the most part I think communication is setting the stage for a dialogue that leads to decision making and that’s the critical part about it. I learned when I could go ahead and make a decision and get forgiveness instead of permission. I learned when I needed to have permission and when forgiveness was not an option. If you are a decision maker such as myself, which is a collaborative decision maker, then communication of what the decision is is crucial. So I would say communication first, then good decisions can emerge after that. How you go about including people and involving people in the decision making would influence how then you get that across to others. And one of the things that most leaders forget to do in crisis management is to announce that the crisis is over. They’re out there during the earthquake, or the fire, or whatever it is and getting everything organized, but they never think to communicate that it’s all over now. Everybody can go home.”

Politics “It’s just an ongoing process of relationship building through communication that results in strong or weak political relationships which creates the bigger politics. There I think good communication allows you to focus on your ability to communicate

with those political entities. And it might be non-verbal communication and it might be a sensitivity to the flavor of the room. But communication comes first. I think you have to be able to communicate effectively to deal with political situations and so communication influences that.”

Composure Influences...



Communication “Having good communication skills would give you the tools with which to maintain composure when needed. Again because I think it allows you to assess what needs to go on, think about how the person is going to listen to that message. I mean depending on how you approach things, maybe composure would influence the communications. If, depending on how you handle yourself and conduct yourself

composure would influence how you communicate. I think composure influences communication because I think communication, you can communicate more effectively if you maintain your composure.”

Community “The vision that just came in my head as I’m sitting here is I have this circle of people and I’m trying to build community in the circle of people. And so if I’m the leader trying to do that I have to have a lot of composure for people to trust in my ability to hold this community together. I think my composure influences that as the leader. I think composure is important in community. It’s a part of a leadership image. A president has many roles and one of those roles is that figurehead role. And building constituencies I think would be easier if you have an affinity for calmness and that’s just from my own personal experience. So maybe composure would influence community.”

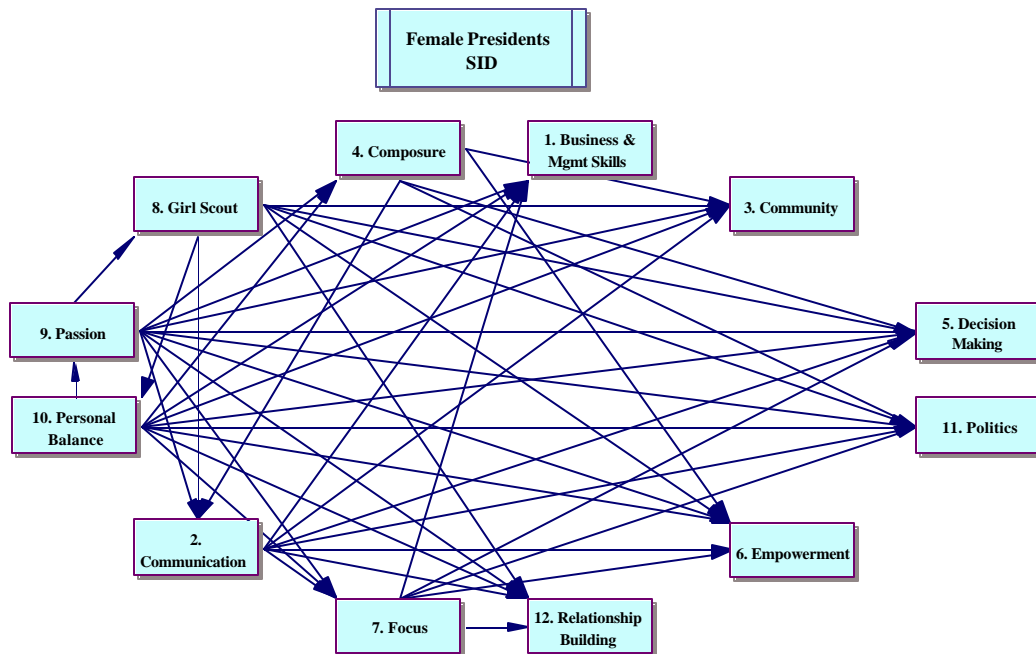
Empowerment “To get the support of others, I think one has to be perceived as being composed.”

Decision Making “Composure influences decision making because of the need to remain as rational and objective as possible in decision making. I think composure allows you to do better decision making. Again, it’s not in the heat of what’s going on but really allowing you to take some time to understand what you need to do. Composure is critical with decision making. They are in fact both linked. I think the ability to present the information that leads to the decision will be judged to some degree

by the composure. I don't think you make your best decisions when you approach things from an emotional basis. Composure I think influences decision making because I think you make better decisions when you're calm."

Politics "I guess because politics are really only about power, that composure helps you maintain a clear head. So I guess I would say composure has an influence on your ability to be political. I think so and I think some of it has to do just with the perception of how composed a person is in relationship to the politics."

Focus Influences...



Business and Management Skills "In this case I think without the focus again, business and management skills are meaningless. That by being clear about where you want to go

and how you want to accomplish something, that kind of focus allows you to craft effective business skills. And I think, just as people go through cycles and institutions go through life cycles, the areas of concentration or interest for a new president are different from one who's been there five or ten years from one who's been there seemingly forever so our focus changes as well."

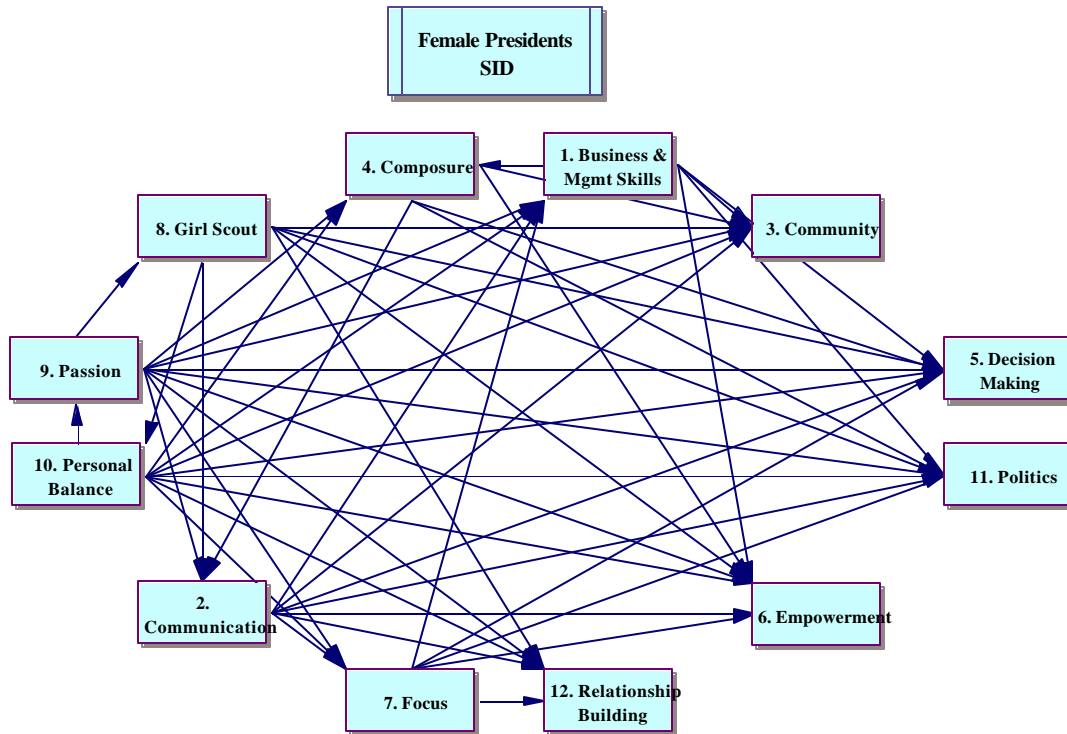
Relationship Building "Those two are very much related. Focus I think influences relationship building because it let's you know what you have to do and in what order. I think focus influences relationship building. You're pushing forth something and then you try and build connections towards that or in connection with that. I've always gotten feedback in my career about my ability to work effectively with people and to bring people together around some sort of focus or vision so that they're all headed in the same direction. So one of the things in our vision that I stressed was always having everything being collaborative, building a culture that's collaborative."

Empowerment "I think if you are a focused, very laser-like on your purpose and your vision, that's going to influence how you provide opportunities for others. I think that we've done a pretty good job of helping to keep everybody in the college understanding how they fit into the vision and the strategic plan and how necessary they are to fulfilling that vision."

Decision Making “I think focus influences decision making. You have to have that focus before you can make the decision. You know where you want to go and it allows you to employ better tools. Focus needs to precede decision making. Focus - you have to have focus before you have good decision making.”

Politics “I think focus really influences your ability to be political. You know where you want to go and you can articulate that to the group that you’re interacting with. I think so because focus would drive that and that it would require, I think, some restrictions as opposed to being involved with everything. And this has to do with communicating the vision and the mission and the institution to the right people at the right time.”

Business and Management Skills Influences...



Composure “If you have the business and management skills then composure is easy because you’re not in a panic. And having had management skills would have given you the experience of a variety of situations. I think it allows you to enter in and to keep a professional demeanor as you’re strategizing about problems and interacting with people and that allows you to sort of be problem focused and business-like in your interaction. So if you’re confident about the operations of your college and its finance and business, then you are much more likely to be composed, to be able to be composed. I think about the skill to do the budget or the skill to do the plan, you could be really skilled at that and not have good composure to begin with, so business skills are first.”

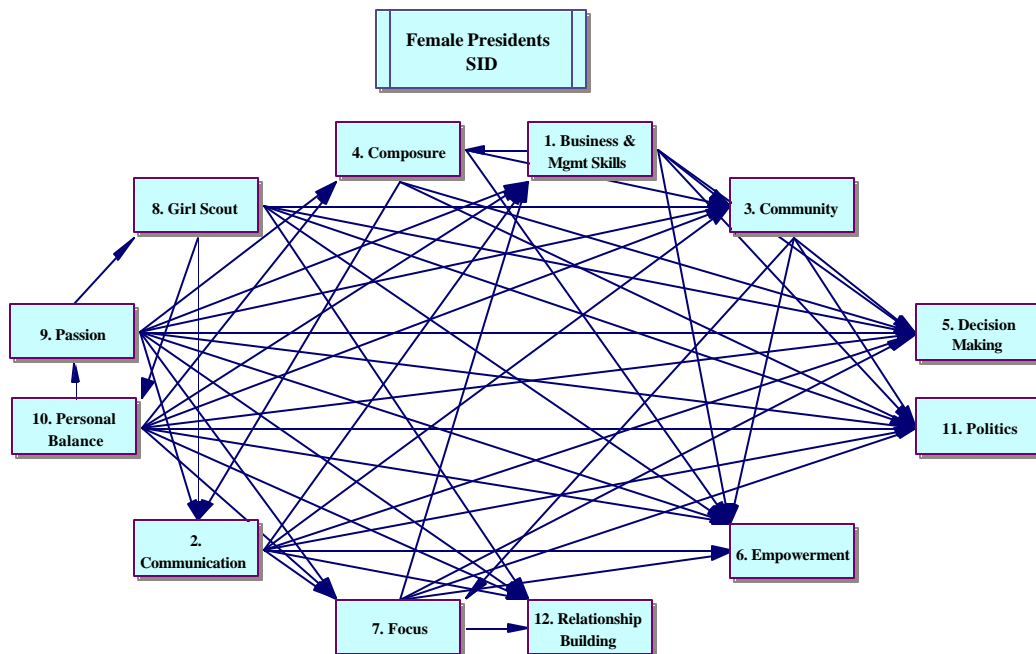
Community “I think those are related but I would say business and management skills have more influence on community because a well run institution reflects positively in the community, and a poorly run institution obviously reflects poorly in the community, both internally and externally. I actually think the management skills sort of lead to your understanding of how to build communities. So I would say that that would be the driver from my perspective.”

Empowerment “I’d say business and management skills influence empowerment. Why? It’s about information , it’s about organization. It’s about information that allows people to be empowered to do their jobs. Again, if you have a strong organization and key players who are good at their job, then empowerment of them becomes simple.”

Decision Making “If you have the information that is developed because of the skills that you’re exhibiting on the business and management side, then decision making is much easier. So much of it is, in fact learned processes that lead to decisions which are a part of the management skills. Assuming that includes in business and management a good Institutional Research department that can provide analysis of a number of things in the college, then your decisions can be factually based rather than simply out of your gut. I think they influence each other and that is that having good business and management skills helps you to set up systems that allow you to get the information to make good decisions. So in that sense it relates to the decision and it influences the decision making.”

Politics “Having the solid basis of information and skill on which to justify decisions that get made then influences the politics of a situation, both internally and externally. And this goes back to the first question about management. I think you do need some basic understanding of human psychology, group behavior as well as organizational behavior and individual. If you understand and can accept those things, then politics is easy. I see business skills as positively influencing politics in understanding how really looking at things in a systematic way or how systems might really move and sort of result in political action and activities. I think business skills or management skills can make the difference in how well you play the game. If you have a strong organization you’re less likely to be on the front page of a paper, so the very out front politics is absolutely related.”

Community Influences...



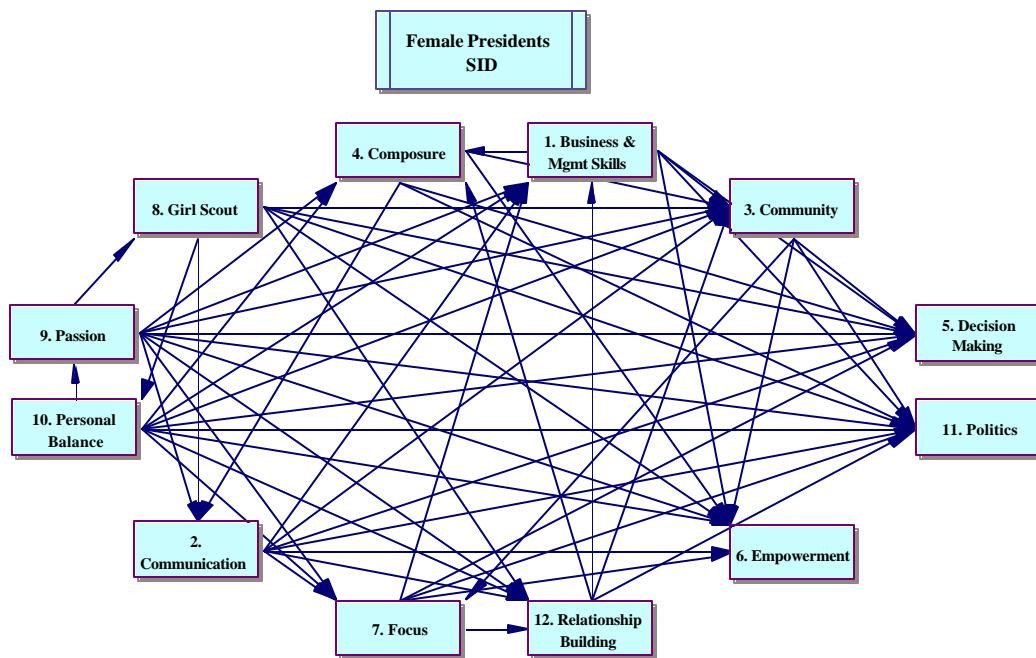
Focus “I do think it’s important in that community will help to determine and revisit the focus. I think community is a driver with focus. I think you don’t develop focus without having the information that comes from a variety of sources and that would be the community. I think this boils down to understanding what battles to fight and what issues to let go, which is related to understanding the mission, the vision, the plan. Keeping focused on the future. And I think that unless a college feels that it is a unit, a part of a community then you are not going to be able to have much impact on the vision. We have a lot of group things, that’s one example of bringing people together to actually build a sense of community around a focus. So the focus you’re using, the relationship building, all those things to have a sense of community.”

Empowerment “I guess I think community is a force. A functioning community would really allow people to take risks, step up, try and do their best. So I think community would be a driver there. I don’t think you should delegate a decision to a group or a committee unless you’re willing to accept whatever their recommendation is. And I’ve seen presidents get in trouble when they delegate something and they don’t like the answer. If you can’t accept what they’re going to do, then you should be part of the group so you can try to influence them or not delegate it. It’s a, ‘I like your recommendation on this but I may not accept your answer’. I think it’s really dangerous to have a committee or a task force or something do something for you and set them up, and they spend all that time and energy and passion and then you tell them ‘no’.”

Decision Making “I think community does influence decision making because you have to take into account all the points of view in the decision making process. You know I’d like to think that I’m able to establish a community in which a lot of people participate in important decisions. So I think community can influence decision making.”

Politics “There I guess community sort of knowing, being in a place, being connected probably influences your ability to move ahead with politics or to be a part of that. Yes, absolutely. An understanding of your community gives you direction in your political decision.”

Relationship Building Influences...



Composure “If we’re building strong relationships then we’re probably going to have a less volatile situation in a less volatile environment. And if we have people who are calm and composed they’re probably going to do a better job at building a relationship. I guess if I had to say one over the other, relationship building would influence composure.”

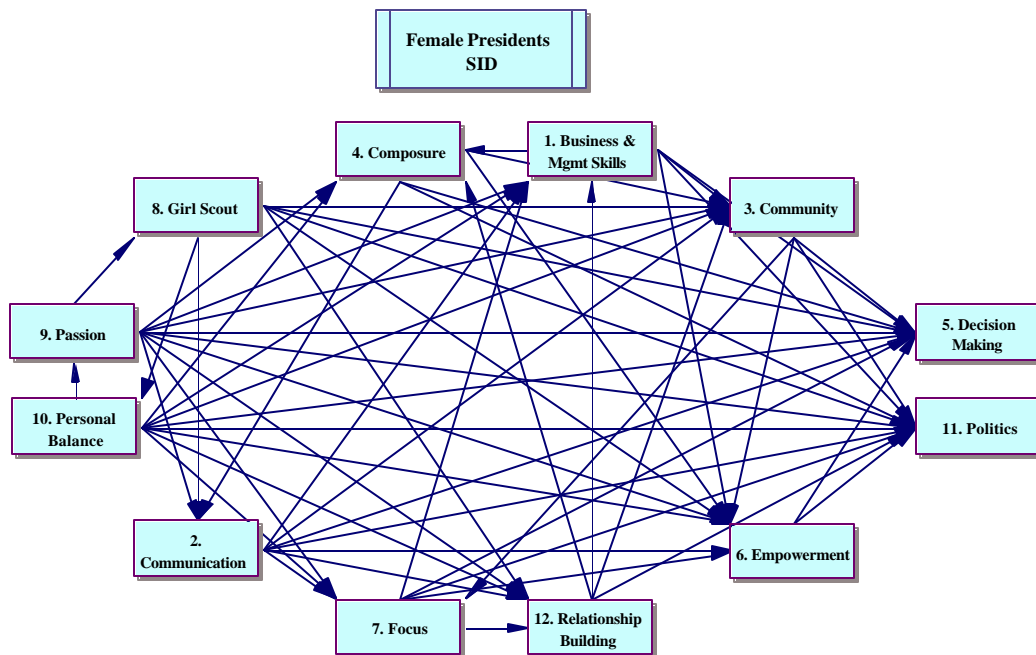
Business and Management Skills “I’d say relationship building leads to better management. So, if you’re good at building relations, then that says to me you have the management skills and then the business skills follow behind. You can be the greatest in the world at understanding how you do the accounting, but if you can’t get people to work together you may not have a very effectively managed organization.”

Community “There’s a large hospital in town, I’m the Vice Chair of the Hospital Board. They run a clinic on our campus and we have a CNA Program. I do something with a bank and they have put up an ATM machine on our campus and we do a lot of our banking business with them. In a one way it sounds like it’s a one back scratching another, but that’s what a president does and it’s not about me personally. It’s about what I can do to bring things to the college, the connections I can make on behalf of the college and our students to our community, for employment purposes or educational services, whatever the case may be.”

Politics “Well I think that when you’re working collaboratively and when you have an affinity for working in teams and in groups, you can influence maybe politics with a

small or a large piece. I think you can change some things. You know people who are really into the political thing spend a lot of time building relationships that have to do with the politics. But they're not necessarily building real relationships. But building relationships can also make the politics not be so difficult, so relationship building influences politics."

Empowerment Influences...

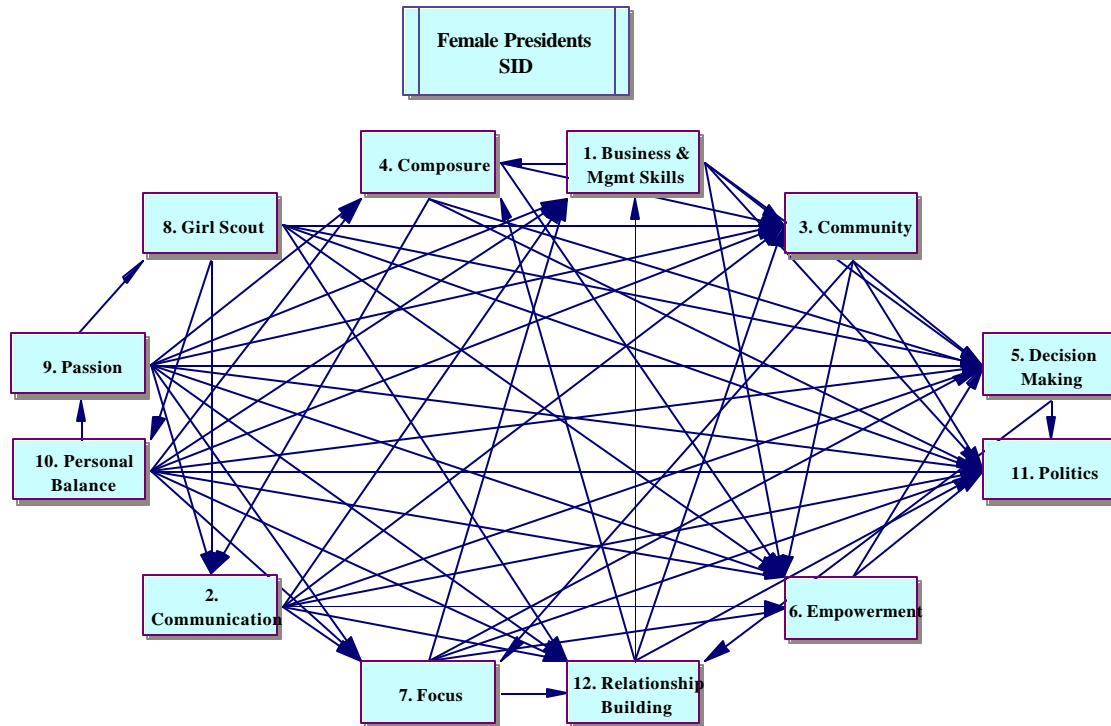


Relationship Building "If I can trust and empower them to do their work then relationship building is enhanced. I think you're going to have much stronger relationships if people feel empowered."

Decision Making “We try to explain, if it’s my neck on the line I’m going to have a say in the decision. If I have to pay the price, I’m going to have a say. In fact, I’m going to make that decision. I’ll listen to you, but I’m going to make the decision. But when your neck is on line, you can make that decision. Empowerment is giving people the freedom to make decisions and take ownership of their sphere of influence. You get different decisions based on the amount of empowerment people are feeling or experiencing within the institution.”

Politics “Yes, certainly they’re related. I think empowerment comes first. In this way I’m defining empowerment as confidence and self knowledge and empowerment of yourself and those immediately in the organization to have the savvy to do the political thing. I think in providing opportunities for others to participate in things it could influence situations, it could impact them. If you have an environment where people are feeling empowered, you’re going to have a better political situation in terms of the internal politics. The way I can think about that is to think that a group of empowered people really can interact in the power relationships better. So I guess I would say empowerment influences politics.”

Decision Making Influences...



Relationship Building “I see decision making again influencing the relationship building because decision making pulls together a set of information and I think relationship building requires you to sort of pull together multi-varied analysis of who the people are that you want to create community with. I think decisions can influence relationships for better or for worse. And also the relationships you have can influence decision making.”

Politics “I guess I think good decision making allows you to enter into those power relationships, so I think decision making would influence your ability to be politically

savvy. Because if you have to make choices, often times it's viewed as somebody's ox is getting gored and you have to deal with the fallout of those who are feeling gored, which is what politics is about. Everybody wants to get his or her own way."

The Composite Interview Uncluttered SID

The cluttered SID with all of its relationships is a rich description of the system and the directions of the relationships contained within that system. The cluttered SID however, is extremely hard to understand and interpret. Therefore, the researcher removed all of the redundant links contained within the system. The integrity of the system is maintained and it allows for much easier interpretation. The secondary SID is known as an uncluttered SID; one that has its redundant links removed. Below are the uncluttered composite SIDs for the Male and Female presidents.

Figure 4.3: Male Presidents Composite Interview Uncluttered SID

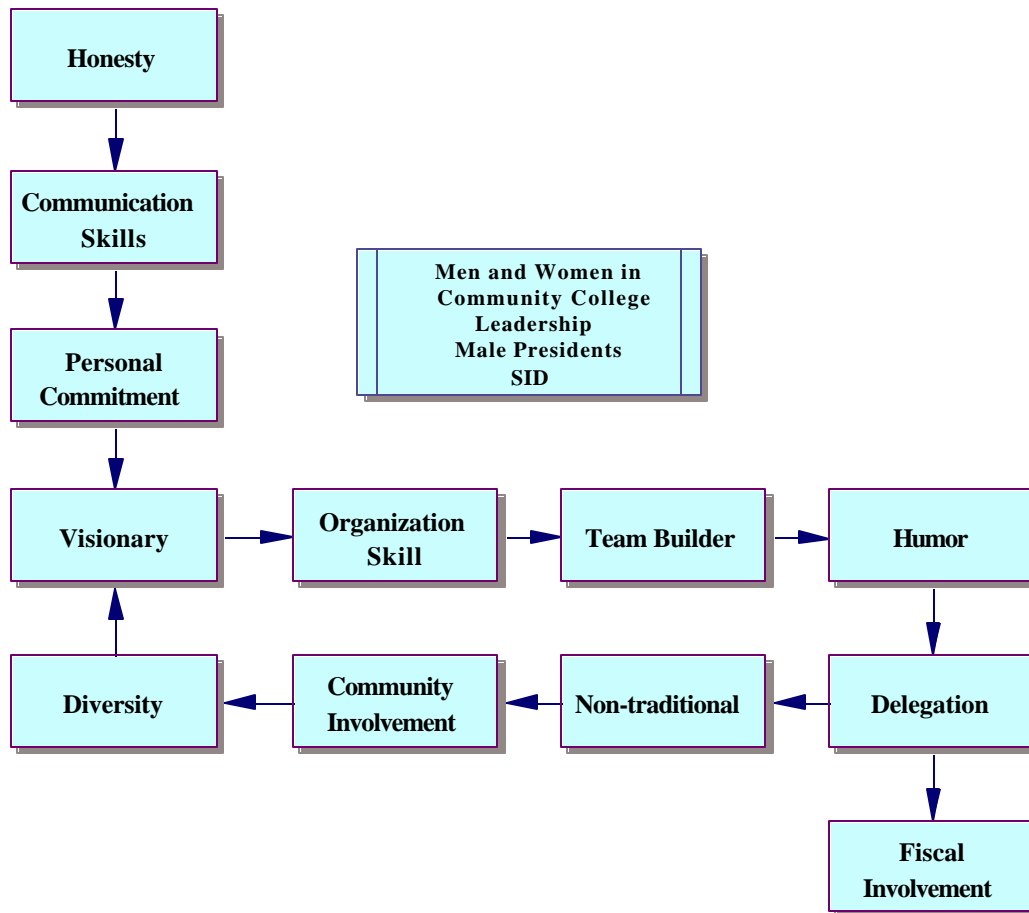
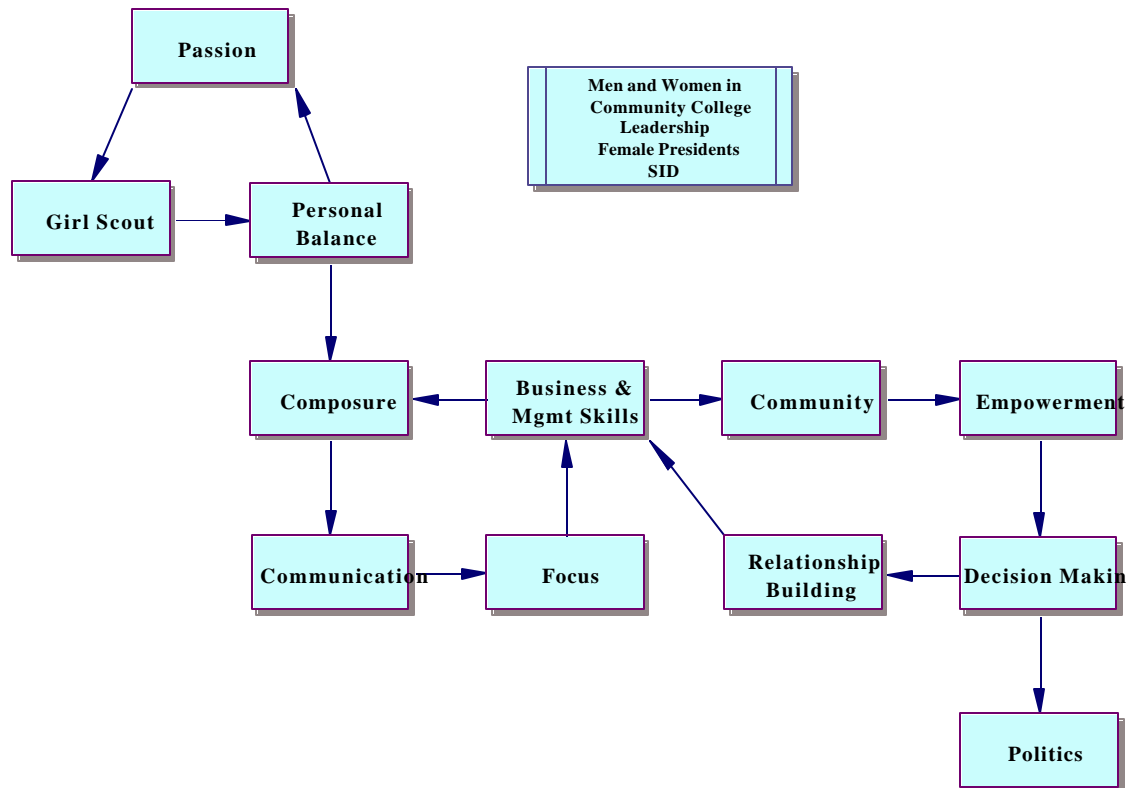


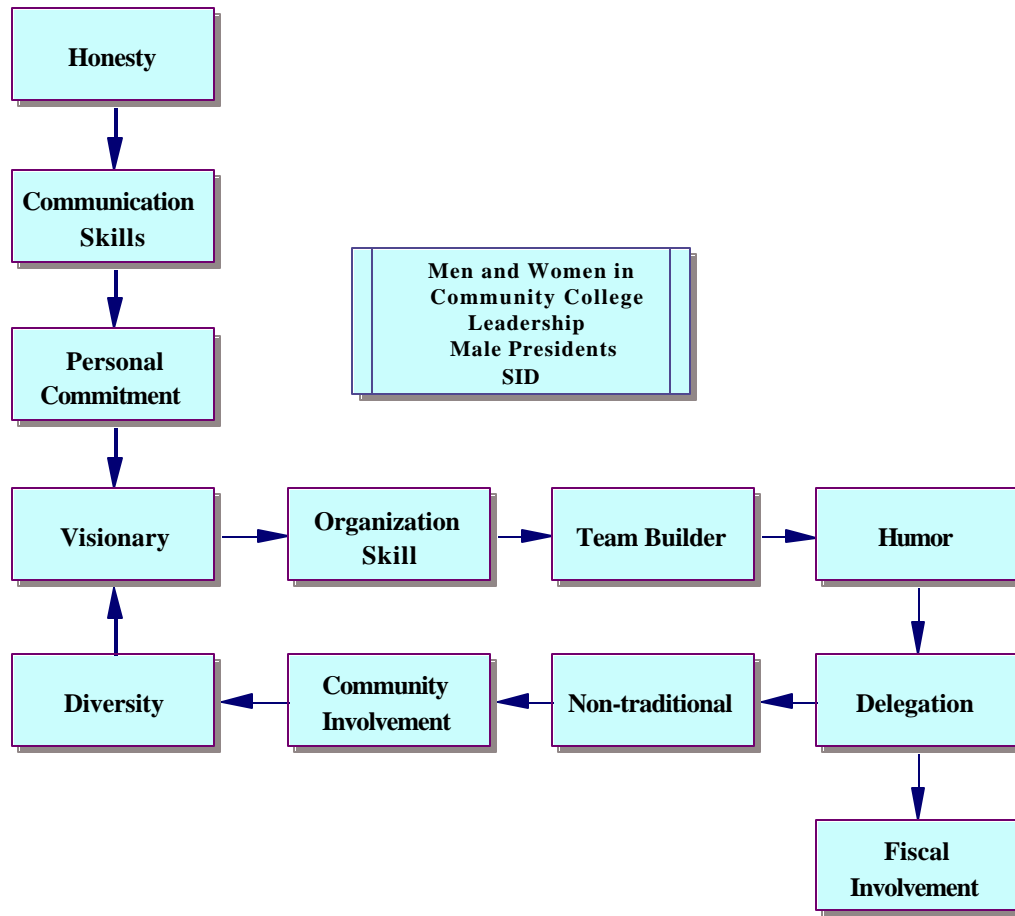
Figure 4.4: Female Presidents Composite Interview Uncluttered SID



Pareto Reconciled SID

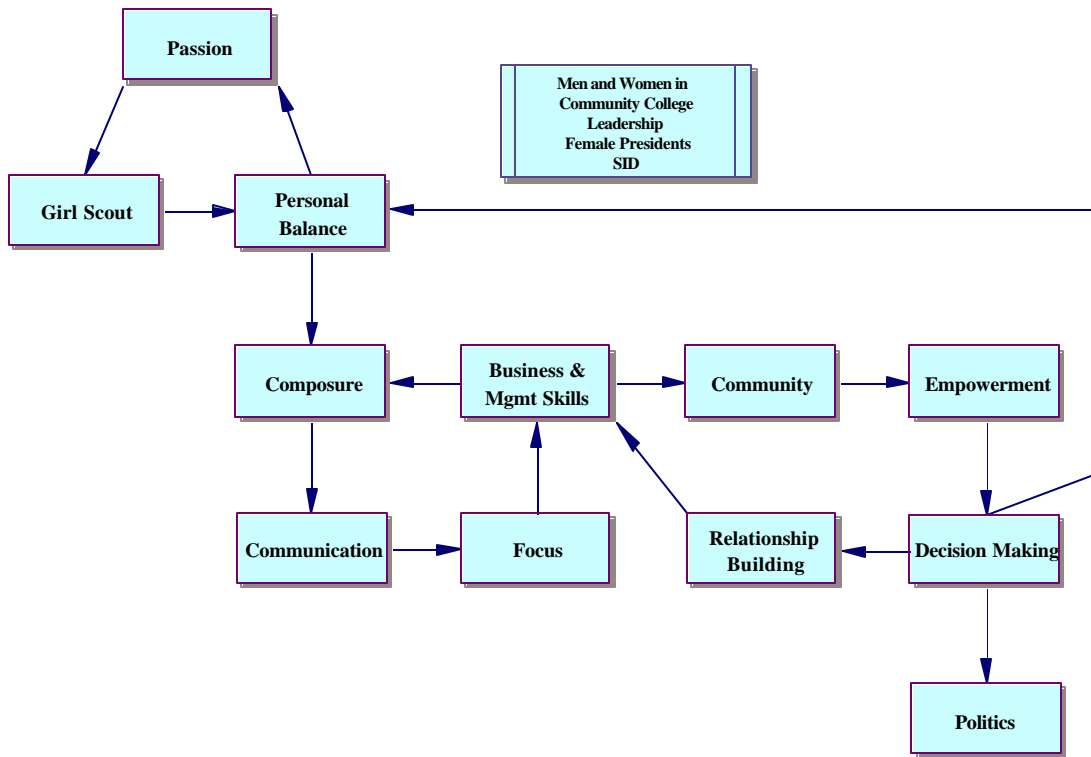
Once the SID was constructed and all of the redundant links were removed, the researcher again examined the Pareto Protocol for any conflicting relationships that were not addressed in the final SID. The conflicts listed earlier were due to affinity pair relationships that had been indicated as significant in the Pareto Protocol, where the direction of the relationship went both ways. In other words, some of the group indicated that they thought the direction went from A to B, while others in the group indicated just the opposite. Generally these conflicts are resolved by examining any feedback loops in the system to determine if the conflicts are addressed within them. Any conflicts that are not addressed within the system through feedback loops must be added to retain the integrity of the system. Upon examination the researcher did find one conflict within the Female system that was not addressed within the SID. The researcher then added an additional link to indicate the relationship previously not addressed. Below is the Male and Female president Pareto Reconciled SIDs with the link added to the Female president system.

Figure 4.5: Male President Pareto Reconciled SID



The final Pareto Reconciled Male President SID is unchanged since all conflicts were addressed within the system.

Figure 4.6: Female President Pareto Reconciled SID



The Female president system contained two conflicts that had not been addressed within the system. The two affinities *Decision Making* and *Personal Balance* were indicated to flow both directions as well as *Focus* and *Personal Balance*. In order to accommodate the additional relationships, one link was added between *Decision Making* and *Personal Balance* to maintain the integrity of the system.

The Pareto reconciled SID for both the Male and Female presidents will be used throughout the remainder of this study. Before moving on a brief introduction to each of the systems will be given.

A LOOK INTO THE PERCEPTIONS OF MALE PRESIDENTS

The male presidents' system begins with honesty. Honesty is seen as the bedrock to being successful in the presidential role. It is the one affinity that drives everything else that a president will do in his role. Honestly communicating is an important behavior. Honesty is seen as the foundation and communicating is how you live it. presidents see communication as one of the most vital links to the organization. They must also communicate with themselves about their own commitment to the role and be honest with themselves about the job. If a president is personally committed to the role, then that commitment is communicated throughout the organization. A president is passionate about his college and brings with that passion the ability to envision where the college should go in the future. His passion and commitment set a foundation for building the vision and the purpose of the college.

The president understands that the effectiveness of the institution lies in his ability to not only build teams, but to provide an environment that is open, and fun, and empowering. Using his skills as a manager and understanding the systems that need to be in place for the organization to run efficiently, he is able to put teams together in the institution that he can then delegate to, which frees him to do the work most necessary for his office. Building on the vision, he not only works with others, but allows individuals within the college to identify new and innovative ways of meeting the goals and vision of the college. Knowing that he cannot reach the college goals alone and understanding that there is more work than one person can handle, he sees the importance of both teamwork and delegation. By including others in the decision making processes and leadership of the college, new ways of thinking and doing things may be discovered, ways that the

president may never have thought of. Understanding that the vision must also be a shared vision, the president is very involved in the community, both the external community as well as his own college community. Through innovation, community involvement, and advocacy for diversity, both in hiring as well as ideas, the vision is then re-developed, using the foundation of the president's goals along with input from both the internal and external community. The president, knowing what the vision and focus of the college is, can then restructure the processes to achieve future results, thus leading back to creating teams and the cycle begins again. This cycle is ongoing as the vision and mission of the college is continually reviewed and adjusted to meet the needs of all of the constituents of the college. The ultimate issue for a president, once the vision is set, the teams are in place, and new ideas are exchanged is "how are we going to pay for it" necessitating the need for fiscal involvement.

Every time the vision is renewed or new and innovative programs are created, the president must find ways of funding these activities. And so the president continues to be involved in fiscal matters as they look for ways of funding the future progress of the college.

A LOOK INTO THE PERCEPTIONS OF FEMALE PRESIDENTS

The female presidents' system begins with passion. Passion is what drives their vision and everything that they do as a president. Knowing that unbridled passion may be counterproductive to success, the presidents are careful to treat others with respect and to make certain that passion does not override the need to be prepared. While taking care

of others is important, it is equally as important to take care of one's self and the presidents believe that being personally balanced is an important piece of their success. Being centered in themselves is an important step in the process of being a successful president for the women. Having this balance and centeredness, the president is able to maintain a calm, composed demeanor. This calmness and composure facilitates all communication that the president has with both internal as well as external constituents and plays a large part in how she is perceived in those communities. Communication is seen as an important tool for the president and it is always interactive and collaborative, always two-way and cyclical, so that input from others is just as important as the message that the president conveys. Developing a shared vision for the college comes from the input of all of the constituents, and as individuals communicate with the president, the vision and purpose of the organization begins to take shape.

The president is a skilled manager, and being confident in her skills she is able to effectively lead the organization without a great deal of anxiety. While the president understands that being involved with the external community is very important, she focuses on building community with those individuals inside the college first. As the president gets to know those around her and begins to trust and empower them, she gives them the latitude to make decisions within the college. This empowerment of others, frees the president to pursue those activities most important to her role, which is continuing to interface with the public and build relationships that will benefit both the college as well as the community. These relationships create new opportunities and new input into the college and so the president must then draw upon her management skills to facilitate the incorporation of the input into the vision. She must also be cognizant of the

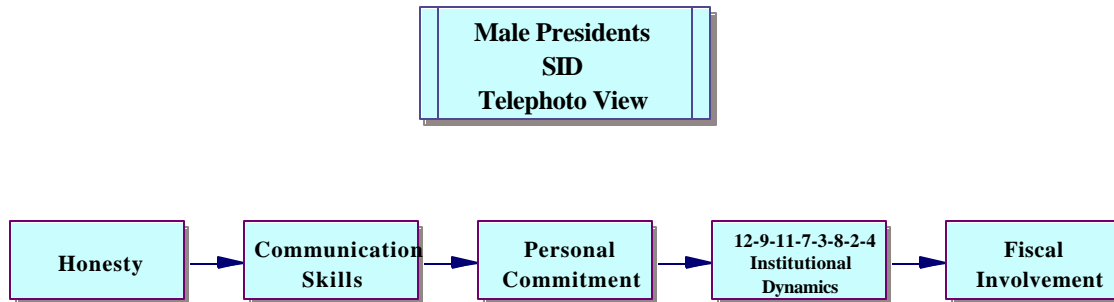
internal community's piece in this process and once again create new opportunities for individuals to participate in new roles or activities. The one area that is troublesome for the president is the area of control. While she understands the importance of empowerment, there is also a need to retain some control, and so many decisions she continues to make on her own. This need to control may stem from the fact that decisions that are made ultimately affect the president personally, both in how she responds to herself as well as how she responds to others. So she is careful about the decisions that are made, whether by her or by others within the institution. The one area that the president would prefer to stay away from is the area of politics, at least as it relates to playing political games. For the president, politics is something that is best kept out of the institution. However, she knows that she must be involved at some level and so ultimately she does involve herself in the political arena. It is a necessary evil and not something that has a great deal of influence in her leadership of the college.

FEEDBACK LOOPS AND ZOOMING

Male Presidents

Within the system of the male presidents there is one feedback loop. After review of the axial codes and the relative placement in the system, this recursion can be collapsed into a subsystem. The feedback loop consists of the affinities *organizational skills, team builder, humor, delegation, non-traditional, community involvement, diversity, and visionary*. This feedback loop can be replaced with the subsystem called *Institutional Dynamics*. The telephoto view SID is shown below.

Figure 4.7: Male President Telephoto View SID



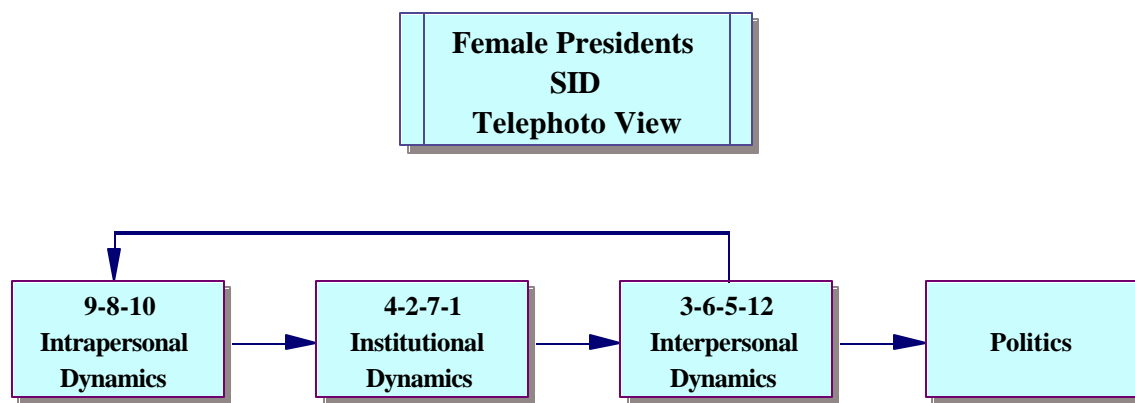
This system is identical to the original SID except that the feedback loop has been collapsed into a larger subsystem. This view offers a higher level perspective of the system and is the highest level view that is possible with this system by collapsing the feedback loop into one subsystem.

Female Presidents

Within the system of the female presidents there are three feedback loops. The first loop consists of *passion*, *personal balance*, and *Girl Scout*. After reviewing the axial codes and taking into context the placement within the system, this feedback loop can be collapsed into one new subsystem called *Intrapersonal Dynamics*. The second feedback loop of *composure*, *communication*, *focus* and *business and management skills*, suggests a new sub-system called *Institutional Dynamics*. A third feedback loop consisting of *community*, *empowerment*, *decision making*, and *relationship building* suggest a new sub-

system called *Interpersonal Dynamics*. Below is the telephoto view of the female president SID.

Figure 4.8: Female President Telephoto View SID



CHAPTER FIVE

INTERPRETATION OF THE RESULTS

An Introduction to the Findings

This study as described in chapter one, was designed to explore perceptions around factors of success for community college presidents. In addition, this study also set out to determine if the factors of success as well as perceptions of those factors were similar or different for men and women. Specifically, four research questions were asked:

1. What characteristics, behaviors, and attributes do community college presidents perceive as attributing to their success as a president?
2. What characteristics, behaviors, and attributes do community college presidents perceive as counterproductive to their success as a president?
3. How are the two groups' perceptions similar or different from one another?
4. If differences are found, what are the implications for community college leaders?

Focus groups were utilized to determine specific factors (known in this study as affinities) that lead to the success of a community college president and individual interviews were conducted with current community college presidents to explore their perceptions around those factors. Two groups of presidents were interviewed, a group of

ten male presidents and a group of ten female presidents. These respondents were asked to talk about their experiences as a president with each of the affinities as well as to determine relationships between the affinities. Following are the findings of this study.

Research Question One

AFFINITIES – A COMPARISON

At the outset of this study, focus groups were conducted to determine affinities related to factors of success in the community college presidency. Two focus groups were conducted consisting of male and female community college leaders. Each focus group (separated by gender) identified twelve affinities that they believe are associated with successful community college presidents. Because two separate groups were conducted, it is not surprising to find that each group identified a unique set of affinities. Part of the purpose of this study was to determine if factors of success are different between the genders and this was facilitated by conducting two separate groups who indeed identified and named differing factors. Below is a table summarizing the affinities identified by each group respectively.

Table 5.1: Affinities

Men's Affinities	Women's Affinities
Communication Skills	Business and Management Skills
Community Involvement	Communication
Delegation	Community
Diversity	Composure
Fiscal Involvement	Decision Making
Honesty	Empowerment
Humor	Focus <ul style="list-style-type: none"> • Vision • Purpose
Non-traditional	Girl Scout
Organizational Skills	Passion
Personal Commitment	Personal Balance
Team Builder	Politics
Visionary	Relationship Building

While each group did indeed identify their own unique set of affinities, upon closer examination it appears that several of the affinities are similar between the groups. Below is a summary table of the affinities identified as similar between the groups.

Table 5.2: Affinities With Similarities

Men's Affinities	Women's Affinities
Affinities With Similarities	
Communication Skills	Communication
Community Involvement	Community
Fiscal Involvement and Organizational Skills	Business and Management Skills
Visionary	Focus <ul style="list-style-type: none"> • Vision • Purpose
Team Builder	Relationship Building
Personal Commitment	Passion

While each of these affinities have been named differently, careful review of the axial codes indicates that in reality they are very similar in content. It appears that at least seven affinities from the male grouping and six affinities from the female grouping can be considered comparable and therefore lend themselves to a comparison between the two groups on these specific affinities. Once the affinities had been determined, an in-depth interview of twenty community college presidents was conducted to get their perceptions and experiences with each of their respective affinities (male presidents from the male focus group affinities and female presidents from the female focus group affinities). Below is a discussion and summary of each of the affinities. This examination will begin with a discussion of the findings in relation to those affinities that were not similar between the groups. The table below summarizes this list. The discussion will then conclude with an analysis of those attributes with similar axial codes.

Table 5.3 Affinities Without Similarities

Men's Affinities	Women's Affinities
Affinities Without Similarities	
Delegation	Composure
Diversity	Decision Making
Honesty	Empowerment
Humor	Girl Scout
Non-traditional	Personal Balance
	Politics

AFFINITIES WITHOUT SIMILARITIES

Composure

This affinity was defined as “grace and calm under fire”. Composure is the ability to remain calm in all situations. Because the president is the face of the college and individuals within the college look to the president as the role model, it is imperative that the president projects a calm and composed demeanor. While the president may not feel calm and composed inside, it must be the behavior that is exhibited to the public. This becomes particularly important in the face of conflict or criticism. The president must remain objective and open to listening rather than succumbing to emotion or defensiveness. A part of composure is to remember to communicate in terms of the institution rather than in terms that are personal.

Decision-Making

Another important skill that successful community college presidents use is effective decision-making strategies. Decision-making is an important function of the

role of the president and one that requires great skill. Successful presidents approach decision-making by first collecting all of the information necessary to make an informed decision. They gather data from many sources including any stakeholder that will be affected by the decision. Most presidents prefer to make collaborative decisions whenever possible but sometimes situations warrant that the decision be made by the president alone. When these situations arise, it is important that the president not rush into a knee-jerk decision but equally as important to not take an inordinate amount of time to decide on a direction. When faced with an issue, they would rather err on the side of making too quick of a decision rather than being seen as someone who cannot make a decision. They feel comfortable saying, “This is the best decision I can make with the information I have. If I make a mistake, we’ll readdress the issue”. Decision-making works best when it is collaborative, when it is timely, and when it is based on information and impact to the institution.

Delegation

This affinity, seen as a part of a necessary skill set for presidents, was identified by the male focus group. The role of the presidency is too broad and too complex for any one individual to handle by themselves. It is imperative therefore, that the president learns the skill of delegation. Being able to enlist the support, energy, and work of others enables the president to focus on issues most important to their office. An important piece of delegation is surrounding the office of the president with talented and trustworthy people and having the skill to hire and place those individuals in that role. Delegation requires trust and accountability and so presidents must feel comfortable with

those to whom they are delegating. One of the more difficult issues in delegation is the need to retain control after having given the directive or empowering individuals to carry out a task. Oftentimes presidents give lip service to delegation, but in fact feel the need to continue to monitor and be involved in the activity. True delegation is empowering people to take on leadership roles, giving them the support they need to be successful, and then backing off and letting them do the job. It is about expressing what the end product is and then giving individuals the freedom to get to that end through whatever means they decide.

Diversity

Because community colleges are diverse institutions, it is important that presidents value diversity. Institutional commitment to diversity begins with the president who sets the expectation that the institution will be inclusive of differences. Diversity can be viewed in many different forms, from the traditional issues of race, gender, age, and disability, and it can also include the openness to diverse ideas and modes of thinking. A successful president will value diversity and will commit to diversity in hiring so that the face of the college can match that of the students it serves. Because our world is ever changing, it is imperative that a community college president not only value diversity, but also require that it be a significant piece of the college community.

Empowerment

Part of building a successful leadership team is giving individuals the opportunity to take on new roles, to stretch themselves in new ways, and to grow and learn even if

that growth comes from making mistakes. A successful president understands that in order for the institution to be successful, the individuals within it must be successful. Therefore, fostering opportunities for individuals that allow them to successfully take on new roles and responsibilities enhances both the institution as well as the role of the president. Empowerment requires an element of trust and successful presidents know that others will ultimately live up to the president's expectations of them, whether those expectations are positive or negative. Empowerment is a positive tool that can be used to identify new talent, grow your own leaders, and create a greater sense of community, which translates to greater effectiveness as a whole.

Girl Scout

This affinity, identified by the women's focus group, encompasses a number of different characteristics. Based on the motto of the Girl Scout, which includes being prepared, being respectful, being honest, kind, and compassionate to others, this affinity defines how a president should interact with others. A successful president will always be respectful of others, even in the face of criticism. Common courtesy toward others and cordial behavior can also go a long way when working closely with individuals at the college. Successful presidents understand that the way in which they treat others will come back to them threefold, so they make every effort to be respectful and to value all individuals within the institution as well as outside the college community.

Honesty

This characteristic is the bedrock to success in the presidential role. It is absolutely imperative that the president always operates from within the realm of honesty

and integrity. Leaders need to be trusted and constituents demand that they not only be accountable for their actions, but honest in them as well. This is the one attribute, that once compromised is almost impossible to regain. Once a constituency knows that a president has been dishonest, they will likely not trust them in the future and the relationship will be irreversibly damaged. Those presidents who have high levels of integrity are always honest and upfront with their stakeholders, whether the message is what the stakeholders want to hear or not. These presidents know that it is much more important to put the issues out openly on the table rather than attempting to cover up or gloss over anything of a negative or conflict laden nature. There are no hidden agendas or manipulations. So honesty is one of the most important characteristics that a community college president must possess.

Humor

Successful presidents do not take themselves seriously all of the time. They understand the value of humor in creating a positive and productive work environment. Humor does not mean that the president needs to be a comedian, but instead should create an environment where individuals feel comfortable and relaxed. Presidents should be able to laugh at themselves and allow others to laugh with them. Humor that is caustic or degrading should never be used and the president should take great care to assure that humor is always positive and uplifting, not only from themselves but the rest of the college as well. Humor pays off dividends in the long run in employee satisfaction and job performance.

Non-traditional

With increased challenges in operating community colleges it will become a necessity that presidents begin to look at alternatives to the traditional methods of operating colleges that have been used for the last several decades. With decreases in funding, increases in accountability, and the need to address and meet the ever-changing needs of the external community, a successful president will need to employ more innovation and creativity in the job than ever before. Academia is built on tradition, but the president of the future will need to not only seek alternatives to those traditions, but also be willing to step out of the box and take the risks necessary to ensure that community colleges remain a viable and effective institution.

Personal Balance

Being a president means working long hours, dealing consistently with stressful situations, and being in the spotlight both on and off the job. With the demands placed on presidents, it is essential that they maintain equilibrium in their life, balancing their work lives with their personal lives. Many presidents find this particular skill a difficult one to manage, particularly in the first years of a new presidency. Those presidents that can manage to balance their roles while still nurturing mind, body, and spirit find that they not only renew themselves and their passion, but are much more effective in their role as well. So however a president chooses to find renewal in their life, it is important that they take the time to include this important activity in their busy lives.

Politics

The role of today's community college president requires that they interface with political constituents on a regular basis. Whether it is an elected board, a state legislator, or the city mayor, being able to effectively maneuver in the political arena is an important skill. What politics is really all about is relationship building. It can also, however, include what many consider to be political "game playing". And while it is important to understand the arena in which you are a player and understand the rules of the game, successful presidents rarely participate in the "game playing" of politics. So it is essential that a president take the time to understand political policies, structures, and participants but should refrain from getting caught up and embroiled in political gaming that can prove detrimental to the college in the long run.

CONTINUING THE ANALYSIS – AFFINITIES WITH SIMILARITIES

As mentioned previously, several of the affinities that were identified by the two separate focus groups were actually quite similar in their axial codes. The researcher has chosen to examine these affinities together in pairs discussing both the similarities of the descriptions as well as the differences of the descriptions between the genders.

Communication Skills and Communication

The need for excellent communication skills was indicated by both females and males in this study. Both groups felt that it was imperative not only for success in the role of the presidency, but success for the institution as well. Both groups indicated that a president cannot communicate enough and that there really is no such thing as over-

communicating. Both groups felt that it was important to have communication skills in a number of different areas. Verbal skills were viewed as imperative as presidents of both genders indicated that they spend a great deal of time speaking to internal constituents as well as to external groups in the community. Writing skills were also viewed by both groups as important, specifically paying attention to details such as grammar and spelling. Presidents of both genders indicated that miscommunication is an area of concern for CEO's and that they take great strides to make certain that what they are communicating is understood in the context in which it was meant. Both males and females indicated that nonverbal skills were of high importance, particularly in combating misinterpretation of messages. Respondents from both groups stated that they are cognizant of the message that they are sending with their actions as well as the message they send with their voice.

Two-way versus Information Dissemination

While both genders stated that excellent communication skills are necessary for success in the presidency, they differed on what the ultimate outcome of the communication should be. The women feel confident about their skills and often cited their ability to enhance relationships through communication. The interaction of dialogue between individuals seemed to be a focus as the women talked about their communication style. They talked in great length about a collaborative and participative culture where dialogue was open and two-way. The women strongly believe in the need to understand and respect others, to allow them the opportunity to speak and be an active participant in the communication process. The women also talked about their listening skills as part of their communication and the importance of making sure others feel heard.

The women seemed to be most comfortable where they could see and be seen during communication. While most indicated that they were comfortable speaking to large groups, they seemed to prefer smaller, more intimate interactions where they could actually see faces and interpret nonverbal behaviors.

In addition, the women cite their perceptions of the differences between men and women in communication. Statements such as “men are uncomfortable with constant communication” and “we communicate more in our management of the college than most men do” indicate that there is a perceived difference in the way female and male presidents communicate with the college, at least by the women. There was also a perception that women want to be collaborative and inclusive in their communication style but feel that what is expected is more of a hierarchical communication style, one that has been more associated with male leadership. In addition, when the situation arises where one had to deliver bad news to someone, the amount of time spent on the actual delivery paled in comparison to the time spent after tending to the needs of the recipient. So much of the communication that the female presidents described is collaborative, participative, respectful, and nurturing, where two-way interaction is primary for successful communications.

The male presidents described communication in somewhat different language. They talked in depth about the communication of information and the critical skill of making sure everyone in the organization had the information they needed to do their jobs successfully. Statements such as “we need to specify directions” and “how do we communicate with people on campus to keep them well informed with the appropriate information that is needed” indicate that the men are more focused on using

communication as a vehicle to disseminate information rather than a tool for collaboration. The men spoke in depth about the use of email and its importance in communicating to large sectors of the community, whether it is external or with the college itself. Email is seen as an effective and convenient tool in relaying routine information or in facilitating the response rate to issues brought forth by the president.

The men viewed communication as more of a one-way interaction with the initial message. For the men, getting the message out and then waiting for the appropriate response will indicate that the message has been heard. When two-way communication is occurring, the men tend to view it more as “giving the other an opportunity to clarify what brings them to the table”. Again, this focuses more on direct, fact stating, and information processing activities during communication rather than open and participatory interactions.

Relationship versus Task Oriented Communication

While there are indeed many similarities in men and women’s views of the importance of communication to the success of the president, the purpose of communication seems to be different. The women are much more relationship focused, interested in establishing a personal connection with individuals and nurturing and creating bonds with individuals in order to create stronger and more committed relationships. The men on the other hand, tended to focus on information where the primary purpose for them was to convey content or solve problems. Their nurturing of the college consisted of making sure everyone had the information they needed to do the jobs they have. For the women it is all about connection, for the men it is all about task.

Community Involvement versus Community

The need to be involved in the community was seen as imperative by both male and female presidents. Respondents from both groups stated that it is extremely important to be involved with the community on a level where you know what the needs of the community are and you can align those needs with the goals of the institution. Both males and females stated that involvement of the president in the community sends the message to the community that the college is interested in serving them and in making them feel comfortable that the college understands the world in which they live. This is important, the respondents indicated, because the mission of the community college is to respond to the needs of the community and be a resource to the community, therefore the president needs to be active in this endeavor. Both groups also spoke of the importance of projecting an image in the community and that the president is the “face of the college”. Because of this, the president must be available to the community and involved in order to promote the college with their local constituents. If presidents want their colleges to be respected by local constituents, then “you need to be heavily involved in your community”.

Most of the presidents of both genders spend a great deal of time outside of their college creating relationships that are beneficial, both to their institution as well as the community. The issue of national involvement was seen as a mixed bag for both groups. The overarching theme concerning national involvement was that it should be utilized as a vehicle to increase effectiveness at the local college level. This is done by establishing relationships with other presidents nationally who can assist you with idea sharing, benchmarking, and collaborative efforts for institutional funding. A significant number

of presidents from both genders indicated that they are most comfortable staying in their “neck of the woods” because their primary focus is on their community and their college. A few of the presidents, both male and female stated that they had been, or are involved on, a national level and that it had indeed assisted them in networking, in keeping current in their profession, and staying up with the pulse of the rest of the community college world. A theme that was stated frequently concerning national involvement is that it tends to be used as a vehicle for career advancement rather than a vehicle for college advancement. And while the presidents feel that this is a valid goal, many of them prefer to stay out of the limelight and work within their own local communities.

Presidents of both genders also talked about the importance of belonging to community and civic organizations, although the men mentioned this much more frequently than the women. Organizations that were mentioned included Rotary, Chambers of Commerce, United Way and other volunteer organizations. Membership in these organizations is critical to keeping and nurturing connections in the community. The Rotary Club was mentioned almost unanimously by the presidents who mentioned organizational involvement.

Building Community versus Involvement in Community

The most significant difference between the men and the women on this particular issue involved their relationships with the internal college community. There was very little dialogue from the men concerning building community on their campuses. Most of their dialogue centered on their involvement with outside constituents – community leaders, legislators, and business/industry professionals. The women however, spoke often about their involvement with their campus community and the importance of

building relationships within the institution itself. Again relationships and collaboration comes to the forefront in the women's dialogue concerning campus community. While both men and women talked about "community", the meaning behind the word was somewhat different. The men spoke of community as an identifier of a group, while the women often spoke of it as an action or behavior. Women viewed community as a way to bring people together for the common good. Synergy and energy were used to describe the outcome of building a "sense of community" for employees of the college. So community for the women was much more than just being involved in Rotary or going to the state capital once a month. And while external involvement was viewed by the women as critical, they added the additional element of internal community as well.

Family Comes First

As the women described community it was apparent that their focus, while certainly on the external community, was also directed at internal actions. The theme of their dialogue indicated that they believed that 'before we can make friends, we have to take care of family'. And so a great deal of effort on the part of the female presidents was put into building and nurturing relationships with their "family", the greater college community. By doing this, they believe they are creating a strong united force filled with energy that can then go out and positively impact the outside community. This feeling of community is built through respect, recognition, inclusion, and collaboration. It is built through listening and responding to the needs of the president's internal constituents and making sure that everyone on campus has a voice.

So while the men tended to view connections outside of the college as their strength, the women tended to view connections inside of the college as theirs. Both the

men and the women see the importance of external connections for effectively meeting the needs of both the college and the community. The women however start from within and it is the “inner strength” of the college that makes them successful in the external environment.

Organizational Skills/Fiscal Involvement versus Business and Management Skills

For the men, Organizational Skills and Fiscal Involvement were seen as two separate functions whereas the women viewed Business and Management Skills to include both organization skills as well as fiscal involvement. Both the men and the women talked of the necessity for the president to be involved in fiscal matters, although there were varying degrees of how much involvement is necessary. The general consensus was that the president need not be involved in the day-to-day fiscal operations, but that they should have a very high level of understanding of where the institution is at any given time fiscally. In addition, both groups mentioned the need to hire competent fiscal officers that are trustworthy and then delegate to them the detail work of the finances. And while delegating the work is essential for the president, it is imperative that they continue to monitor the fiscal environment often with the presidents citing that this is “one area you don’t want to let get out of hand. If you do you’ll end up on the front page of the newspaper”.

In terms of organizational skills, both men and women cited the need to be well organized, to be proficient in budgeting, to understand strategic planning, and have the ability to manage people. Again, both groups indicated that the president cannot be intimately involved in every aspect of managing and organizing the institution.

Therefore, the president needs to first of all hire good people, and then second of all, let them do the jobs they were hired to do.

On The Job Training

One aspect that was mentioned by the female presidents that was not mentioned by their counterparts was the issue of skill acquisition. Most of the women indicated that they did not come from business backgrounds and therefore most of what they learned about running an organization, they learned by doing. Some indicated that a portion of their skills were acquired while working at lower levels of the institution, while others indicated that much of their knowledge was learned after they entered the role of president.

Perception of Gender Competency

The perception of many of the female presidents was that women were not viewed as being as proficient and competent in business skills, particularly in the area of finance as their male counterparts. The women believe however, that while this perception exists it is not an accurate one. Their perception of themselves is that they are just as competent, if not more, than male presidents at handling financial matters. Interestingly, some of the female presidents stated that they believe men are “hands off” when it comes to financial matters at the college and that women tend to get more into the detail than do the men.

This is interesting when comparing that statement to what the men indicated in their dialogue concerning fiscal matters. Many of the male presidents indicated that they were “highly” involved in the fiscal environment of their institutions, and that direct involvement is not only suggested, it is absolutely necessary. And while male presidents

understand that they also need to delegate to their fiscal officers, they indicate that they are still very aware of the institution's financial position and place an extreme emphasis on this. Because many of the female presidents indicated that they believe they are perceived as less competent in financial management there may be a direct correlation to the amount of time they spend in the "details". If they believe they are viewed as less effective, they may spend more time than is necessary in order to offset that perception.

To Involve or Not to Involve

One of the more interesting themes that weaves throughout the dialogue of the male interviews is the level of involvement of subordinates that the presidents felt was necessary in order to be successful. While the women talked about their business and management skills as being something they do with great detail, the men talked more about involving and delegating to others. Their perspective is that they do not have enough time to manage in great depth the daily operations of a college. It becomes imperative then, to make sure that systems are in place and that individuals who can run those systems are in place so that the college can operate without the direct involvement of the president. The organizational skill for success that the men talk about is delegation and having the ability to create an organization that is not a barrier for the individuals within it. In contrast, some of the women expressed difficulty in "giving up" the reins of the organization to others and spoke about their need to, at some level, maintain control over the organization. Business and organizational skills seems to be the one issue where the women are less likely to be collaborative than the men. In this area, the male presidents see the benefit not only to themselves, but also to the college, of delegating the

daily management throughout the institution whereas the female presidents seem to want to keep it more centralized within their realm of influence.

Visionary versus Focus (Vision and Purpose)

In terms of vision, the two groups of presidents did not differ significantly on their perspective. Both groups believe that the vision begins with the president but that it must become the vision of the institution to be successful. presidents who are successful employ a “shared vision” approach and collaboratively build ownership in the vision by seeking and including input from the college community. What seems to be important to these presidents is that the vision be so strong that even if the president leaves, the vision will continue on without their leadership.

Both groups also felt that the president should be the motivator, the energy behind the vision, the one individual that the college community looks for in keeping that vision alive and the institution moving forward. The male and female presidents also agreed that a vision is not static, but must remain dynamic to meet the challenges of the ever-changing landscape of community colleges. They cited that it is extremely important that the president review the vision periodically and renew the vision if the situation warrants. A president should keep the college moving incrementally forward with laser like focus and with a strong sense of direction and purpose. It is as important to know what you are not going to do, as it is to know what you are going to do. As one president stated “If you don’t know where you’re going, why are you in the car? That sums up the role of the presidency and vision.

Team Builder versus Relationship Building

At first glance one would probably not be surprised that dialogue around interpersonal skills and working with others would be categorized as “team” for men and “relationships” for women. This would certainly play to the stereotypes of the competitiveness of men and collaboration of women. Upon closer review however, the context is virtually the same for both men and women presidents – hire the best people that you can, find commonalities that create cohesiveness, make sure they are team players, and then give them the space to do their work. Presidents of both genders believe that it is important for the president to set the tone for teamwork in the institution by making certain everyone knows that nothing is accomplished in isolation. And both groups agreed that providing individuals with recognition and respect can facilitate cohesiveness and team building.

Coach or Colleague

Is relationship building the same as team building or do they only share a few similar attributes? Perhaps relationship building is perceived in a broader sense and that team building may in fact be a subset of relationship building. There seems to be a difference in the way that the women talked about building relationships than how the men talked about building teams. The women tend to see relationships as reciprocal and interactive, where they view themselves more as a colleague to those they are building relationships with rather than boss-subordinate. A much greater emphasis is placed on connectivity and commonality than the team building of the men. The women talked about building relationships through genuineness and service to others, where the president feels comfortable doing the giving rather than the taking. It is a very

collaborative, collegial, mutual interaction where the president is more colleague than coach.

The men described their experience much differently where they see themselves “in charge” of putting a team together, of making sure the team knows their mission and purpose, keeping them focused, and giving them direction when needed. The president then takes on more of the role of “coach” rather than colleague, where he in essence recruits his players, shows them the game plan, teaches them the skills they need to play, and then lets them play the game. This is in contrast to much of what the female presidents expressed in their experience of building relationships with others. As stated before, this difference could be attributed to the fact that these two affinities may not be that closely related. In fact, the two groups may have had similar responses if the choice of affinity name had been the same.

Personal Commitment versus Passion

When it comes to personal commitment and passion, according to the results of this study, there are no differences. Presidents of both genders speak of commitment to, and passion for, the community college mission. They believe so strongly in what community colleges accomplish that they live, eat, and breathe the college. In fact, almost every president interviewed stated that if you don’t love what you are doing and if you don’t have an absolute passion for it, then you should be in another line of work.

Almost without exception, every president talked about the love they have for their job and the blessings they receive every day when they go to work. Even the presidents who were interviewed that are considering retirement in the near future, came

alive when they spoke of their passion for their colleges. It is obvious that every one of the presidents interviewed is doing exactly what they want to be doing and have a deep love for the work of the institution.

Passion is what energizes and revitalizes those in the presidential role. Knowing that what they do makes a difference in the lives of students for generations to come is what keeps them coming back day after day into what is often a stressful and draining position. Many of the presidents talked about the commitment they made to serve the community college early in their careers. It's almost as if once the light bulb came on, there was no stopping them. Passion and personal commitment are absolutely critical to the success of community college presidents and is the foundation on which success in the role is built.

Summary

This is the summary of the twenty-four attributes that were identified by the focus groups of the characteristics of successful community college presidents. Following is a discussion and categorization of the affinities as they relate to attributes or skills.

LEADERS – BORN OR MADE?

Upon examination of the list of attributes, which are presumed to lead to success in the community college presidency, it is evident that some affinities are clearly skills while others have more of an innate or personal quality about them. There are a few however, that would seem to be a combination of both skill and personal attributes. The table below summarizes the twenty-four attributes identified in this study into categories based on whether they are personal attributes, skills, or a combination of both.

Table 5.4: Categorization of Affinities

Personal Attributes	Multi-Dimensional	Learned Skills
Composure Focus Girl Scout Honesty Passion Personal Balance Personal Commitment	Community Diversity Empowerment Non-traditional Relationship Building	Business and Management Communication Decision-Making Delegation Fiscal Involvement Organizational Skills Politics Team Building Community Involvement

All of the affinities listed under *Personal Attributes* are attributes that are more character based. These characteristics are qualities that permeate from the inner person, that makeup a person's value system and dictate the way that the individual interacts with the outside world. All of the affinities listed under *Learned Skills* are attributes that are skill-based; they have more to do with training and expertise than core values. Those affinities listed in the center column, *Multi-Dimensional*, are characteristics that include both skill and values. While one could argue that all of the affinities would contain characteristics from both personal and skill, the researcher believes that the five affinities listed in the middle column are more blended than the others.

Through examination of the axial codes and review of the definitions given for each of the affinities, it is clear that *community*, *diversity*, *empowerment*, *non-traditional*, and *relationship building* contain both a personal value as well as a necessary skill-set. For example, *community* as it was defined by the women, involves creating a sense of belonging and bringing others together for the good of the institution. In order for a president to be successful with this, they would certainly need the skill set associated

with effective *Team building* but would also need the values suggested in *Girl Scout* and the spark suggested in *Passion* to be successful in creating a culture of belonging.

In order to be successful in any leadership position, an individual must have both inner core values that direct their life as well as the expertise and skill that directs the institution. So a leader must draw upon both inner strength and outer strength, combining characteristics of each into effective leadership. So if this combination is required for effective leadership, can these qualities be learned? Obviously the skill sets are clearly an area where an individual can obtain the needed training to be successful. But can the personal attributes be learned or are they something that you either have or you don't have? It is the opinion of the researcher that the personal attributes are not innate, but are rather values that are formed according to an individual's frame of reference. Therefore, it is possible to learn not only the necessary skills to be successful at leadership, but it is also possible to adopt effective core values. All of the affinities listed are readily available to an individual who strives to be successful in any leadership role, but particularly in the role of the community college president.

SUMMARY OF THE AFFINITIES

In chapter one of this study, the researcher set out to answer four research questions. The first question was:

What characteristics, behaviors, and attributes do community college presidents perceive as attributing to their success as a president?

Twenty-four attributes were identified as contributing to the success of a community college president. The following table summarizes the research finding:

Table 5.5: Summary of Affinities

Attributes of Successful Community College Presidents
Business and Management Skills
Communication
Communication Skills
Community
Community Involvement
Composure
Decision-Making
Delegation
Diversity
Empowerment
Fiscal Involvement
Focus
Girl Scout
Honesty
Humor
Non-traditional
Organizational Skills
Passion
Personal Balance
Personal Commitment
Politics
Relationship Building
Team Builder
Visionary

This list is a compilation of the affinities from both the males and females. Because two sets of affinities were identified according to gender, it may not be possible to combine them effectively. But on the other hand, all of these characteristics could be utilized by any leader, whether male or female.

THE ANDROGYNOUS COMMUNITY COLLEGE PRESIDENT

Working with two sets of affinities broadened and enriched the scope of research but may be problematic in the sense that the labels and content of the affinities may be gender bound. For example, *Girl Scout* certainly carries with it a gender bias. That does not mean however, that the qualities identified in that affinity cannot be translated into a gender-neutral characteristic. It is the opinion of the researcher, that while there are differences in meaning between the genders on some affinities, that all of the characteristics discussed by both men and women, are important characteristics that a president should possess. Certainly male presidents use collaboration and female presidents have learned the value of delegation.

It is not suggested that in order to be a successful president, that one would have to exhibit every behavior on this list. The affinities identified are the ideals and not every president is going to be competent in all of them and that certainly doesn't mean that they are not successful in their jobs. Leadership comes in all shapes and sizes and it would be misleading to suggest that these affinities are all-inclusive and not mutually exclusive. This list is however, a good indication of the characteristics that are viewed to be in the repertoire of the successful president. So based on this study, what would the ideal community college president look like? By incorporating all of the affinities into one description, taking into account the context of meaning from each group, and translating the labels into gender neutral language, the researcher has created a composite description of a successful community college president, whether male or female. According to this research:

A successful community college president is an individual who is passionate about the community college mission and about their role as a leader in the institution. They are personally committed to assuring that their institution is one that meets the needs of their constituents and provides quality education to anyone who chooses to pursue it. A visionary at heart and an individual of tremendous focus, the successful president understands the value of individuals and their input into the organization. The successful president will lead the college in a shared vision and will empower people and give them the opportunity to grow and to lead in the pursuit of that vision. An effective communicator, the successful president understands that developing relationships both inside and outside of the college is imperative. Through empowerment, team building, respectfulness, and creating a sense of community, the president is able to build strong internal connections, which allows them to delegate much work of the institution to capable and committed individuals. Externally, the president participates highly in community involvement and works hard to build partnerships with external constituents. A successful president has a clear understanding of the business of community colleges. Within their own institutions, they are capable managers with strong business, management, and organizational skills as well as strong

fiscal involvement. They are comfortable with decision-making and understand the value of information and exhibit neither hasty reactions nor extended determinations. Outside of the institution they have a solid understanding of politics and the environment of higher education. They are champions for diversity and appreciate the value that it adds to the college, whether it is diversity in hiring or diversity of ideas. The successful president knows that they are the face of the college and so always strive to maintain the highest levels of composure and integrity. One to not take themselves seriously, successful presidents find humor and joy in their work. At the end of the day, successful presidents take the time to give back to themselves in whatever activity feeds their minds, bodies, and souls, whether spending time with family or reading a good book. The job of the president is one of long days, demanding priorities and stressful situations. But by maintaining balance in their lives, successful presidents are able to remain energized and committed to their work and passionate about the role that they feel makes them among the luckiest individuals in the world.

Research Question Two

The second research question of this study was:

What characteristics, behaviors, and attributes to community college presidents perceive as counterproductive to their success?

The Guided Imagery exercise that the researcher used to facilitate the generation of affinities with the focus groups asked the participants to think about characteristics that make presidents unsuccessful. This was intended to generate ideas around characteristics, behaviors, and attributes that are counterproductive to success. During the clarification of meaning process, there were very few cards that indicated characteristics that were indicative of unsuccessful behavior. The cards that did indicate unsuccessful behavior were merely the opposite of cards that carried the same characteristic but on the successful side. For example, several cards read “Good Communicator” and then there were other cards that read “Poor Communicator”. After the clarification of meaning, the groups decided to place these “counterproductive” cards under the affinity that was identified for the successful behavior. Therefore, for several of the affinities, there were cards that identified unsuccessful behavior as the opposite of the affinity theme. It was hoped that there would be some identification of specific counterproductive characteristics or behaviors that could have been grouped together as a separate affinity, but that was not the case in this study. Therefore, what the researcher has determined is that the identification of counterproductive characteristics is simply the opposite or the absence of the characteristic, behavior, or attribute identified in each affinity.

Research Question Three

The third research question asked in this study was:

How are the two groups' perceptions similar or different from one another?

A previous discussion of the affinities outlined the differences that were found in the axial codes between the male presidents and the female presidents. Among those differences are: relationship vs. task oriented communication styles; focus on the internal community vs. focus on the external community; regulation vs. delegation; and colleague vs. coach. These differences are in the context of similar affinities and have been interpreted by the researcher. The discussion will now turn to examining perceptions around differences as interpreted by the respondents.

ADDITIONAL GENDER-BASED PERCEPTIONS

It is evident that there are at least some differences between the genders in regards to behavior. It is also certainly evident that men and women often do not speak the same language, but may indeed have the same context of meaning behind their words. Might it be that the majority of perceived gender based differences are not actually differences in behavior but differences in the way we describe those behaviors? It is quite possible that the difference lies in semantics and not in content or delivery. If this is true, then it is easy to see how stereotypes become mainstream belief systems.

It is interesting to note that all of the presidents who were interviewed for this study were aware that it was gender-based research and that the researcher was examining differences in leadership between men and women. However, during the course of the interviews not one of the male presidents ever mentioned gender differences

or ever referred to female styles on any of the affinities. This was not the case for the women however. Many of the female presidents talked about stereotypes of female traits, often in a negative connotation. Gender differences were brought up often in the dialogue of the women and comparisons to men and their “style” of leadership were frequently cited. Below are excerpts from the female presidents’ interviews that focus on their perceptions of the stereotypes and differences between the genders.

Women are the Weaker Sex

Much of the dialogue about gender differences centered around the issue of women being seen as weak and not on the same level as men. Although the women believe this to be a fallacy, they feel these perceptions affect their lives. Some of the women mentioned weakness in relation to the fiscal skills needed to run an institution:

“I think women bring up the finance because that’s when we go into these positions, people view us as being the weakest”

“And if in fact you have a man in the fiscal office, it is a surprise to him to begin with that you understand at the level of detail that you do. Because they’re pretty much used to the guys saying ‘Hey whatever, you just do it’. And so having extra questions and extra evaluation is really uncomfortable for the fiscal officer”.

Other women talked about how their personal style, being more aligned with a feminine leadership model, is viewed as not being strong enough:

“I think stereotypes come into play because I get misread or underestimated and this has happened throughout my entire career. Because I am reserved, I am quiet, I prefer to listen than to speak. People misinterpret that as weakness or not having the strength to do the position”.

“I can tell you that, I was not a Girl Scout, but being those things has backfired on me because by being nice people think you are weak. And by being prepared people think you’re too cautious and that you take too long to get things done...So I think that’s something that we as women need to have more conversation about”.

“I think we equate nice with being ineffective or weak.”

For many of these women, it is their perception that female presidents are starting the job with two strikes against them and that they must “work twice as hard to get half the respect” that their male counterparts do. The women believe they must have something “extra”, whether that be effort, ability, or just plain passion for what they do:

“Certainly men have their own barriers and they would say everyone has a threshold and so for them it probably feels as difficult as it does for the women. But in fact as you look around it’s pretty obvious that the barriers for women as well as the difficulties for women are much greater. So if you didn’t have

something else, you won't make it – intellect is not enough, skill is not enough, you must also have a passion for what you are doing”.

What's Good For the Gander is not Good for the Goose

There was some dialogue concerning double standards for men and women. What was often stated is that men are usually held to a different standard than women. Men are free to act and behave in certain manners and be accepted, where the women feel that if they act in a comparable manner, they are viewed as out of line. For women it was mentioned that females are seen as emotional and therefore they are expected to hold that in check and to stay composed at all times:

“My staff would say that I'm the most composed under fire. I don't know if that's necessarily good all of the time. There are times that I question that as a woman, because I know that is a characteristic that's expected of women. It's not a characteristic that's expected of men.”

“There is definitely a gender bias towards composure. Women who cannot be composed under stressful situations don't make it. It's acceptable for men to act out more than it is acceptable for a woman to act out in clearly stressful situations. I think women are viewed as more emotional.”

Another troublesome area for the women was the expectation that they always conduct themselves in a manner that is associated with proper female behavior:

“You never say about male leaders how nice they are. You talk about how forceful they are. You talk about their vision. You talk about their ability to move people to create action. I bet you could do a content analysis about visionary leaders who are male and nice will never come up. So I do think it’s a pretty gender bound expectation that women struggle with.”

“There’s no doubt about the fact that there’s a higher expectation for women to be like that. Our ‘busy girl’ expectations. It’s my life, I grew up and there was always the expectation, we were supposed to be good girls...we were supposed to be nice to everybody.”

Appearances play an important role in how women believe they are perceived in leadership roles. It was stated that expectations around appearances are different for males and females:

“Women unfortunately have a much narrower sense of what is good and what is bad about ourselves. We don’t necessarily

have a good body image thing going on. Guys can feel good in a much different body than we can”

Family and relationships are also an issue for the women. Many of the women talked about how it is the female who is expected to stay home and raise the family. This becomes problematic when she is trying to balance family responsibilities with work responsibilities:

“Balance for women is age and responsibility based. What I mean by that is when you have small children, when you have major family responsibilities, you’re almost forced into balance because you can’t do it all. You can’t maintain a significant work that you focus on and ignore your family. And you cannot ignore your work for the benefit of the family. And so the family then, for women is an interesting thing”

The expectations that we are taught as we grow up perpetuate the differences between the genders as this respondent suggested when she discussed the differences between Girl Scouts and Boy Scouts:

“The Girl Scout oath, if you want to know the truth, it’s not the same as the Boy Scout oath and for good reason. Now the guys talk about God and country...there’s a presumption of nationalistic spirit that said ‘we will prevail’. And the Girl Scout

oath doesn't talk about that at all. It talks about taking care of others."

Identifying With Your Captors

Many of the women talked about changing their styles significantly to be able to negotiate their way in what they term the 'men's world'. Rather than trying to fit their styles into situations, they decided it was more effective to play the game on the men's terms. As one respondent suggested, it's like the Stockholm Syndrome.

"I didn't understand it when my Grandfather taught me to play poker when I was 8 years old, but he did. And I think that knowing how to play poker whether it's physically or whether it is psychologically is absolutely imperative. There are some 'men's games' that are key."

"You can't bury your ability to see how things are played. For what it's worth, it is my valuation you have to know how guys do things. You know, the sitting at the table and being invited and all those other kinds of things is absolutely imperative. When you are at the table you can't be a Girl Scout. If you are a player, being a Girl Scout is no longer part of the rules. So for what it's worth, when you're at the table...the rules change."

“So now I tell them I’m a victim of that syndrome. I’m identifying with my captors. I learned how to behave in this environment.”

Woman to Woman

Many of the women in the study stated that they believe that women are better than men in many skills:

“I still believe that most women are more open in their communications than are most men and are willing to give more direction in that communication ... but I think that we do communicate more in our management of the college than probably most male presidents do. But for most male presidents that I have been around they are not that comfortable with constant communication.”

“I think what women do a lot better than men ... and that’s remembering birthdays and dropping by if somebody has been ill.”

Another important aspect of female leadership according to the interviews was the dynamics between women and other women. It is not only important to know how to navigate in a man’s world, but it is just as important to develop and maintain good connections with other women:

“I was absolutely convinced after I developed the guy mentor network that I needed to develop a gal network because as my father wrote me in college ‘Remember that your future success will depend upon your relationships with women, not on your relationships with men’. Women have to be liked and understood by women to also be respected by men. So you do have to play both politics, both the female politics as well as the male politics.”

Right Back at ‘Ya’

Generalizations are not only made by men, but the women can be just as stereotyping as the men:

“I started like the men having some health problems. You know the men do, the men all do.”

“Men just like to solve problems and women like to just vent”

“I see a lot of women who don’t keep power, they delegate but they keep their finger on it a little bit too much. I think men will delegate, walk away and really turn their back on the lion...women don’t have it.”

Upon review, it is apparent from these quotes that the women clearly feel there is a perceptual difference between men and women when it comes to leadership roles.

They perceive that they are not viewed as strong as the men, that they are expected to always ‘act like a lady’, that double-standards still exist, that knowing and playing the ‘men games’ can be necessary, and that women really are more competent than men at a number of skills. Whether or not these things really do exist is not the issue. The fact that the women feel they exist is the issue. Perceptions are reality for the individuals who hold them. So whether men view women as weak or not doesn’t matter if a woman is acting on the perception that the belief is there.

The interesting factor related to this issue is the fact that none of this was brought up by the men. So what is the reason that the women were so descriptive in their examples of stereotypes and perceptions and the men never mentioned them at all? Certainly the woman’s experience could have something to do with it.

The patriarchal model has long been the standard to which everyone is measured, men and women alike. Therefore, if you are the standard, you are not the one being measured and therefore it is not as pressing an issue for you. It’s like running a foot race. Most elite runners rarely look behind them to see where the others are because if they do, they lose time. So when they are clearly the lead runner, setting the pace for all of the others, they have no reason to pay attention to the pace of the followers. And all of the runners are measured by the standard of the winning individual. It is much the same with where women have been in the past in leadership roles. They have grown accustomed to being measured by the men’s standards and so when their styles are different, they often feel that they don’t measure up.

Certainly in the last several decades women have made great strides in leadership roles and are readily accepted in almost every arena today. But stereotypes still exist and

still affect people's frame of reference. So it is not surprising to find the women expressing this in their dialogue, as they are the ones who have been affected by stereotyping. And it is also no surprise that one of the coping mechanisms that women have learned and adopted over the years, is to play according to the men's rules if they want to be respected in leadership positions.

So are there truly leadership differences between the genders? Do men lead and manage community colleges differently than women? In order to help answer that question, the Systems Influence Diagrams need to be revisited.

THE MIND OF A PRESIDENT

The composite SID for the male presidents and the female presidents contain twelve affinities each, as identified earlier in this study. Some of the affinities were different in name but similar in context. Other affinities were associated with either the male group or the female group. Below are the uncluttered, reconciled SIDs for both groups:

Figure 5.1: Male President SID

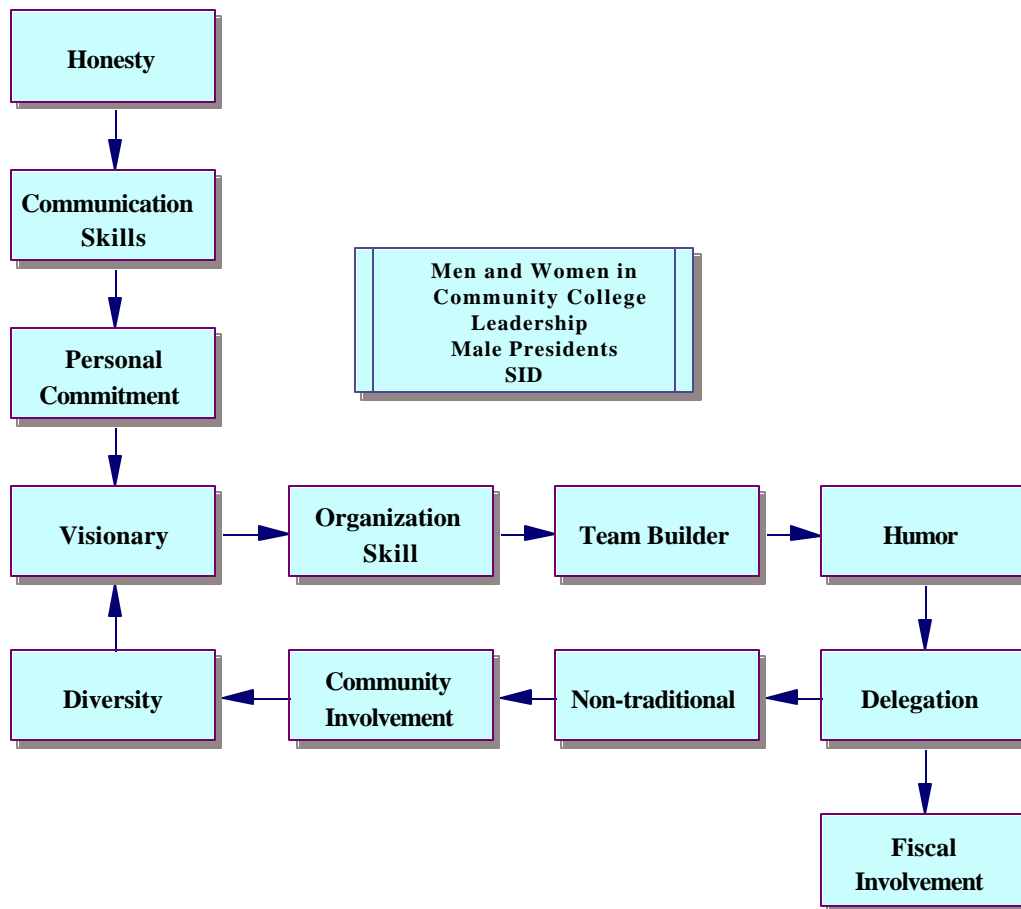
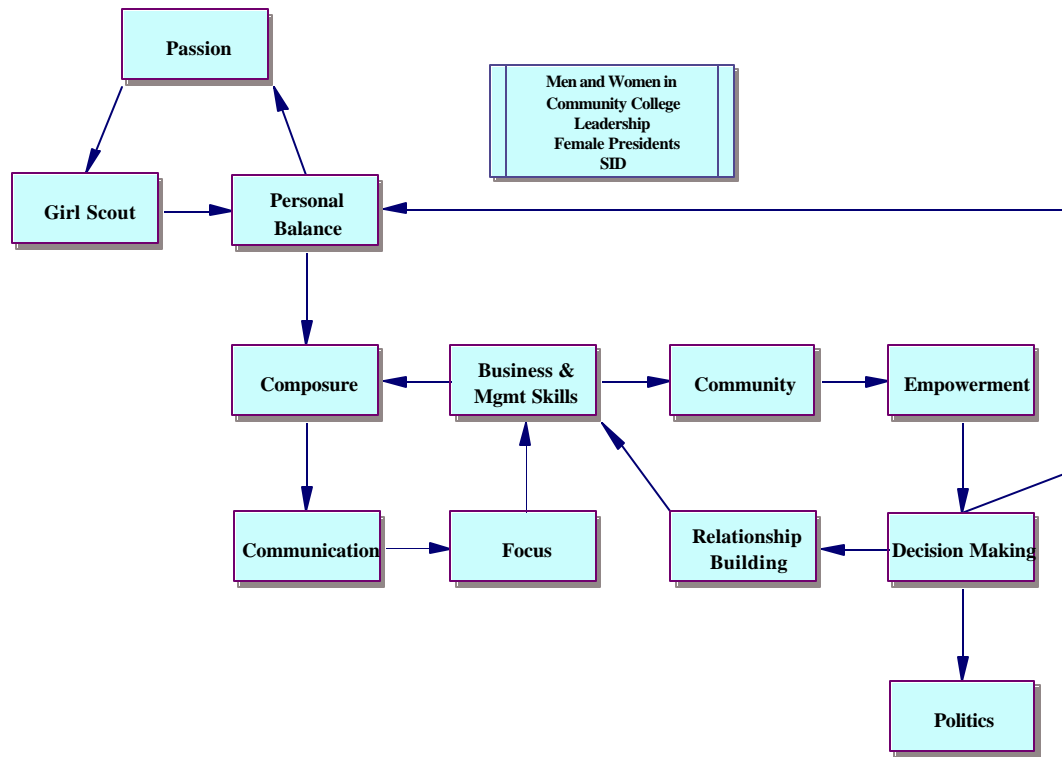


Figure 5.2: Female President SID



A COMPARISON OF THE SYSTEMS

Making a comparison of the two systems and looking for any similarities or differences will lead to some understanding of the perceptions of both groups. This comparison will begin with what drives the systems of the males and females.

Both systems are driven by primary affinities related to inner core values. The men's system is overwhelmingly driven by Honesty, and the women's system is driven by Passion, however the affinity does not stand alone but is in fact influenced by other factors. For the men Honesty is woven into everything else that they do. There is nothing that will influence them to keep them from maintaining the highest sense of integrity. This is clearly shown in the system since Honesty has only an out arrow indicating it is not influenced by any other factor. The women's driver, Passion, however is not a pure driver but is in fact a part of a feedback loop. While Honesty drives the men's system, the women's system is driven by a combination of Passion, Girl Scout, and Personal Balance. This combination indicates that they take into account and are influenced by both interactions with others as well as interactions with themselves. This interplay of respect for themselves (Personal Balance) and respect for others (Girl Scout) is key to keeping them energized and vitalized in their leadership role. This intrapersonal balance is central to keeping the women centered and therefore they are less susceptible to threats to their composure. This calmness is quite important as it is the image that is seen in the public, both within the organization and without. This imperturbability allows the president to communicate in a manner that is well received and effective.

While the women's passion, balance, and composure drives their communication, the men's system indicates that it is communication that drives their passion (Personal Commitment). For the men, it's not only about talking the talk (Communication Skills) but also about walking the walk (Personal Commitment). For men it's about setting an example. First you communicate those things that you believe in, that you stand for, that you will not compromise your integrity for and then you become the model for that through your actions of passion and commitment to the institution.

Communication for the men is also quite different than communication for the women. There is only one factor that influences the men's communication and that again is honesty. Therefore, for the men communication influences the entire system but is not influenced by any other affinities other than being honest. Therefore, the communication style for men is more one-way. It is used to relay information from the president to the constituents without any interplay between the two. This is not the case for the women. In their system, communication is a part of a feedback loop that includes institutional dynamics and interpersonal dynamics. Communication is woven throughout the organization in a dynamic process that allows for two-way, give and take dialogue. And while the communication starts with the president's personal values, it ultimately involves the input from all other constituencies inside and outside of the institution. Their relationship style is much more interactive. So while the men communicate their values to the organization, the women communicate those values, but ultimately include the input of others in the organization.

It is at this point in the system where the vision and purpose of the college is determined, both for the men as well as the women. Because of the individual passion

and commitment leading into the development of the vision, it would not be surprising to find the foundation for the vision beginning with the president. The president, being the CEO and ultimately the director of the organization, uses their leadership and management skills to make certain that processes and procedures are in place that will enable the institution to move forward on their vision. This link is evident in both the men's and the women's system. For the women, the organizational skills have a dual role in both setting up the institution to be successful and playing into their emotional status by affecting how they handle themselves. Feeling confident about the manner in which the organization is structured and managed can put the president at ease and contribute to the composure she feels.

For the men, having the processes and systems in place allows them to utilize teamwork in the organization and the president will often solicit the help of teams in activities throughout the organization. Interestingly, the women also use organizational skills to pull together individuals both from within and outside of the college. And while the women do spend time with external constituents, her focus is on building a sense of community with the individuals in her institution. So both the men and women's system draw on the strength of numbers to help organize and manage the institution. Building upon the strength of the team, both the men and the women tap into the power of others by giving them the trust and responsibility to act as an agent within the institution. For the women, empowerment means that the president creates a culture that is nurturing and accepting, allowing others to make mistakes without reprisal. For the men, not taking themselves too seriously, they delegate to others giving them the authority to make decisions and carry out tasks according to their own directives. For the women,

empowerment also means allowing others to make decisions, but the difference is that the women have a much harder time giving up the control than their male counterparts. The men delegate and move on, the women need to maintain some control of the decision-making. It is this point in the system that is critical for the women, because the decisions that are made are ultimately going to loop back and affect the entire system. While the women say they empower, they still remain a part of the decision making process and thus remain a direct influence on the outcomes of the institution. If they truly do empower and allow others to make decisions that will effect the institution, then that empowerment builds collaboration and relationships with individuals in the college community. It also plays another important role for the women, and that is that it frees up the president to do what is the most important charge that a president has, and that is building relationships with their constituents. Regardless of whether the president makes the decision or others within the institution are making the decision, it eventually is going to affect her personally, both in how she responds to herself as well as how she responds to others and then ultimately how she responds to the organization. This is the point in the system where a breakdown could lead to crisis, either for the institution or the president herself. This is because of the feedback loop that leads from decision making all the way back to personal balance. If poor decisions are made, the president will ultimately internalize the consequences of them, which will directly affect the way in which she takes care of herself as well as the way she responds to others. Depending upon how she handles this, this internalization could be communicated out to the college and then a downward spiral could result. There would be a chance however, that the

downward trend could be stopped at the vision level, as the college community could step in to redirect the focus.

In order to survive in today's environment, new ways of thinking and innovative methods have to be identified in the pursuit of those goals. The men's system allows for this as those individuals who have been charged with meeting the goals of the college are encouraged to look at non-traditional factors as a way of meeting those needs. This means that the president and those who work with him must be open to both community involvement and diversity and the value that it has, in seeking non-traditional avenues for effectiveness. This all feeds back into the vision, which keeps the college on track and allows for additional input from the college constituents. The men set the vision, give individuals the directive and the power to enact that vision throughout the institution, and then come up with new and innovative ways to make it happen. For the women, it is the relationship building that leads back to the first loop and starts the process over again. For both systems, setting the vision is a part of a feedback loop, which indicates that both men and women rely on input for creating a shared vision for their institution.

The ultimate outcome of the women's system is Politics. This affinity is at the tail end because it's the last issue that women want to deal with. They understand that everything eventually will affect the politics of running the institution, but because the women do not want to "play the game" of politics, they try to avoid it at all costs. For the men, the ultimate outcome is Fiscal Involvement. Once the vision is set, the individuals have been given the directive and authority to develop new and innovative actions for the college through input from a diverse community, the last question is "How are we going to pay for it?" Therefore, the men find it necessary to remain involved in the financial

aspects of the institution. In summary, the men's system works like a production line. The president communicates his commitment to the college and sets the stage for the development of a shared vision. Once the vision has been determined, the individuals of the college figure out how to make the vision a reality, and then once they know where they are going and how they are going to get there, they then determine how to fund it.

The women's system is actually much more gestalt than it appears. The women first experience leadership internally, connecting with themselves before they approach the outside world. Their passion and vision for the college is then communicated and input and collaboration mold the vision to meet the needs of the community. The president then empowers others to carry out the vision, but doesn't relinquish total control. Decision-making is critical and can lead to changes in both the president personally as well as the institution. The outcome of the system is playing the game, which women do not want to participate in. This system is very dynamic in that it is a continuous cycle rather than a more linear, production line system. It does have an ultimate outcome, but all of the elements with the exception of the primary outcome influence and are influenced by all other affinities in the system. So for the women, it is a much more holistic approach to leadership than that of the men.

BACK TO THE QUESTION OF DIFFERENCES

It is now important to revisit research question number three to determine if there are differences between the genders in their perception of the factors leading to success in the presidency. At the outset of this study, the focus groups identified the affinities that they believed lead to success in the community college presidency. Those sets of

affinities were somewhat different between the genders but several of the affinities were synonymous between the groups. In addition, interviews of current community college presidents uncovered some perceptual differences in the descriptions of the affinities and also lead to a number of perceptions from the respondents around the issue of gender differences itself. The SIDs for each group also revealed some differences between the genders in the way they viewed the relationships between the affinities. An examination of these differences will now be discussed.

A Difference of Language

As stated before, there were several affinities that were labeled differently by the focus groups and yet the content was very similar between the two. It appears that part of the difference between the genders is based on semantics and in the descriptive language that is used to talk about their experiences. And while the language is different, oftentimes the meaning or content is very much the same. So when women talked about passion, the men talked about personal commitment. But when examining closely the content of their descriptions, they are almost identical. This is because women and men process differently. It is the researcher's belief that women tend to talk out loud and come to some conclusion while men tend to talk internally and then speak in terms of the outcome. In looking at the example Passion vs. Personal Commitment, the women are really describing an overall behavior (passion) that leads to personal commitment, the men however went right to the outcome and then when quizzed described passion as a part of that. So it appears that perhaps some of the differences can certainly be attributed to a matter of semantics rather than actual differences between the genders.

Affinities and Gender

Again going back to the list of affinities identified by each separate group, are there certain affinities leading to success that are exclusively male or female? While some of the affinities carried labels that were gender biased, this does not mean that they do not represent characteristics that can be beneficial to both genders. All of the affinities listed can be re-labeled in gender-neutral terms and be applied to the leadership styles of both men and women. This research does not indicate that there are certain factors that women need to have which men do not need to have. It may be speculation, but the researcher believes that if all twenty-four affinities with gender-neutral labels were presented to male or female presidents, that each affinity would be seen as an important part of any successful president's repertoire, whether male or female. Therefore it is the conclusion of this researcher that factors of success are gender blind. In other words, those factors that make a president successful are androgynous and are perceived as important to the role for men as well as women. Successful leadership comes in all forms and styles and to say that one style is better than another would be erroneous.

What Are the Differences?

In the beginning of this research it was stated that there really may be no differences between the genders and that any speculation that there is would be merely perceptions that eventually manifest themselves in stereotypes. And certainly stereotypes still exist and women are much more aware of the effects of stereotyping than are the men. But is that where the differences lie or is there any indication that men and women are fundamentally different when it comes to leadership? One area of this research stands

out as a significant difference between the genders. That difference is found in the manner that men and women use to lead others to goal attainment.

As the systems of the men and women clearly showed, there is a different emphasis that is placed on communication and interactions. Women tend to be more oriented toward relationships and interaction, and men tend to be more oriented to task completion. This was illustrated in the SID for each group as the women's system integrated communications and relationships in a much more complex manner than did the men. For the women, communication was a part of a feedback loop, indicating that it influences every affinity within the loop. The men's system clearly did not have this, as communication was placed early in the system where it influences but is not influenced by the system. In addition, the men's system was more methodic where one could move step by step through the system, with only one feedback loop influencing the system. This does not mean that the ultimate goal and outcome of their work is different. To the contrary, for the leaders in this study the ultimate outcome for all of them would be to successfully lead an effective community college that is meeting the needs of its constituents. So the outcome is the same, it's the pathway that is different. Successful presidents of both genders need the same set of tools and indeed use the same factors of success to lead their colleges. The methods they use in which to accomplish their goals are similar, but the process is different.

Women's leadership has a different emphasis than men's leadership. Women value trust and communication. Their focus within the institution is more about the quality of the relationships that they have formed rather than the ultimate results that they are accomplishing. The quality of the work environment is important to them and so

decisions that are made are weighed as to the impact they will have not only on the bottom line but on the individuals of the institution as well, including the president. When examining the SID for the women presidents, it was clear that making decisions related to everything else in the institution and so women are aware of this when making important choices. The manner in which communication is used by the presidents was different as well. The men primarily used communication as a way to disseminate information in a much more one-way interaction. Women on the other hand see communication as vital to the success of their system and so communication for them is much more integrated and two-way. This again goes back to men being very concise and task-oriented, using communication as a means to get the job done. Women, while they use communication for direction and task completion, are much more likely to use it for relationship building and collaboration.

Revisiting Chodorow's work, these findings are not surprising. In this seminal work on women's identity, it is suggested that women view themselves in relation to others and that their self-identity is based in attachment and relationships. This attachment is based in the mother-child bond in which the female child remains close to the mother and builds her identity around this bond, but the male child, being different from his mother, must separate from her to form his own identity. The female, as she grows older has learned the maternal behavior and therefore her frame of reference is to nurture and protect those around her. The male on the other hand has formed his identity in relation to separation and therefore attachment to others is uncomfortable to him. This work was followed up by Carol Gilligan who also found concepts of attachment and separation to be consistent with previous work in this area.

So looking at the systems diagrams constructed within this research, it would make sense that the male presidents would see communication as more of a driver where women view it as an interaction. Women want to nurture the organization and the way that they achieve that is through interaction and attachment to others. The men want to run an effective and efficient organization that can ultimately meet the goals of its stakeholders. Therefore, relationships are necessary in getting the job done, but can become problematic if allowed to interfere with the mission of the college. This is not to say that women don't want to run efficient organizations or that men are afraid to relate. It just means that there are different routes to the top of the mountain. This emphasis and importance that women place on attachment is evident by looking at their SID. The primary driver of the women's system was a combination that involved both a relationship to self as well as a relationship to others. This again would support the conclusion that women tend to focus more on the relational aspects of leadership than do the men.

Research Question Four

The last research question to be answered by this study asks:

If differences are found, what are the implications for community college leaders?

The major implication of these findings for leaders in community colleges is that there is more than one way to successfully lead a community college. It is important to understand that there are successful male presidents and there are successful female presidents, and while they may take a different pathway from one another, the end result is still the same – effective and successful leadership.

It is also important to understand that differences are not just perceptual stereotypes, but that there are actual differences in leadership styles between men and women. The implications for this are that as leaders in community colleges, individuals need to be aware of these differences, be able to identify them and then respond to them in appropriate ways. Being able to recognize, accept, and effectively respond to differences in leadership styles can increase productivity and decrease conflict between leaders and subordinates.

And lastly, leaders need to be aware that stereotypes still exist and that they do influence one's behavior both as a leader and as a follower. Stereotypes of women and their ability to lead are still evident today, however as more women enter into the presidency and individuals have experience with them, it is hoped that these perceptions will be redefined. What is also important to remember is that stereotypes are not only isolated to women, but that sometimes the women have perceptions about the men as well. Particularly in today's management environment where collaboration and consensus is the new leadership paradigm, individuals need to be aware that pigeonholing men into certain behaviors can be just as harmful.

Exercising the Model

To provide an example of how the Systems Influence Diagram can be utilized to predict outcomes in an organization, a scenario will be created for one of the systems examining a situation leading to a negative outcome. Because it is easy to see how the system could provide benefits when working correctly, the outcome illustrated here will examine the point of system breakdown. By illustrating how system failure can occur, it

will also illustrate how interventions can turn the system around and facilitate a positive outcome.

What if a female president makes a decision about opening a program that eventually fails and the college is forced to layoff the program director? Certainly any president would not be thrilled to have this happen, but using the women's SID can illustrate how this might affect her and her leadership. Because the women tend to allow decisions like these to affect not only their personal lives, but their institutional lives as well, the president might become defensive, particularly if questioned about the failure of the program, and begin to interact poorly with others. By losing her composure her communication skills might become affected which in turn would be seen throughout the institution. If her business skills are challenged, she might become even more defensive and the spiral would continue until acted upon by some other force. At any time during this spiral, opposite forces could intervene and turn the scenario around. For example, if the president's business skills are challenged but she has created a sense of community for herself with others in the institution, those relationships could be an effective support to allow her to regain her sense of self and centeredness.

A Model For Leadership

While these systems were developed in the context of a study of community college presidents, these systems could represent a more general model of leadership in relation to the styles of men and women. The only change that would need to be made to make this a more universal model, is to simply change the title of the SID to Men and Women in Leadership. All of the affinities that were identified could easily be translated

to leadership in general and the systems could be utilized to predict outcomes across all organizational structures.

Suggestions for Further Research

The scope of this study did not allow for further research into gender-based stereotypes but continuing study is important, as many perceptions still exist around women in leadership positions. It is important to address these issues as more and more women take on leadership roles in community colleges and to redefine those perceptions. It is equally as important to continue to study women's experiences as they move into leadership roles in an effort to understand how those perceptions affect women once they enter a leadership position. Longitudinal research could also indicate whether these perceptions are changing over time socially as well as culturally. In relation to this study, the researcher would like to continue by examining the systems that were constructed from the focus groups and compare those to the systems of the presidents. It would be of interest to determine if the pathways of presidents are similar or different than those pathways identified by the directors, deans, and Vice presidents of community colleges. This could provide insight into the differences of leadership styles between the president of the college and the individuals who work with them. In addition, it should be noted that during the interviews, the female presidents had very strong reactions to the affinity *Girl Scout*. There were several explanations given for this, but it would be of interest to the researcher to further explore their perceptions around this particular affinity.

Conclusion

This study set out to determine what factors lead to the success of a community college president and what factors are counterproductive to the success of a community college president. The research also looked for similarities or differences between perceptions of these factors by gender. The following is a summary of the findings:

- Factors that lead to success in the community college presidency are not gender bound. Leadership is androgynous and the characteristics, skills, and attributes needed to be successful in the presidential role can be the same for both males and females.
- Stereotypes lead to perceptions that men and women are different. Women are more attuned to the effects of stereotyping. However, women hold their own stereotypes not only about men's behavior, but also about the stereotypes that men have for women.
- Some differences are attributable to language. Men and women use language differently and so this may be mistaken for differences in content. Even though women and men may use different labels, oftentimes the content of what they are talking about is the same.
- There are differences between men and women in leadership style. Women are more attuned to relationships and interactive communications; men are more attuned to completion of a goal. This does suggest however, that one style is more effective than the other. The pathway to the end is different, but the tools used and the results achieved are the same.

- Leadership is a learned behavior and there are always areas that can be worked on. Each of the presidents interviewed spoke about a weakness that they have in leadership, whether it be delegating, or team building, or some other affinity. No one individual is going to have strength in every aspect of leadership. So it is natural that there would be areas that need to be strengthened. By following the lead and learning from those individuals who are strong in areas where a president might be weak, it is possible to gain knowledge and skill and to continually enhance personal leadership attributes in whatever arena one is leading.

Success in the community college presidency is not gender bound. While there may be differences in language or style, the bottom line is that what makes a community college president successful is not whether they are male or female, but rather their commitment to the mission, their development of a shared vision, their ability to work with and motivate others, and the passion to create an environment that values the individual while continuing to meet the needs of all those whose paths cross their doorsteps.

Appendices

APPENDIX A

Focus Group Warm-up and Guided Imagery

Female Presidents: Focus Group Warm up Exercise

I would like for you to think for a few moments about being successful – about accomplishing and achieving results in your job.

You have known about individuals who are successful in their jobs or in leadership positions. Perhaps at times you have experienced this yourself.

You have seen and met successful people. You have seen and met successful community college presidents. If you are a president, perhaps you have experienced what it feels like to know that you are or have been successful in your position.

Now, let's think for a few moments about being unsuccessful – about failing or not accomplishing results in your job.

You have known about individuals who have been unsuccessful in their jobs or in leadership positions. Perhaps at times you have experienced this yourself.

You have seen and met unsuccessful people. You may have seen and met unsuccessful community college presidents. If you are a president, perhaps you have experienced what it feels like to know that you are or have been unsuccessful in your position.

In a few minutes, I am going to ask you to tell me what you have noticed about successful or unsuccessful female community college presidents.

Female Presidents: Guided Imagery

So let's begin.

Please become as comfortable as you can. Try to relax your mind and put away all thoughts from your busy day. Focus only on this topic. Please close your eyes to increase your state of relaxation and allow yourself to freely notice what you know about how you or other community college presidents are successful in their positions.

You may have seen that some women are more capable at leading a community college, they are able to get things done, to motivate individuals, to champion change, or to handle conflicts.

- *Think about a time when you have been successful at leading your institution. Think about a particular event in which you were outstanding or a particular day when you felt extraordinary.*
- *If no situation for yourself comes to mind, select another female president that you know or have heard of and think about how they were successful*
- *What were your strategies, feelings, beliefs, and actions that you took to be successful?*

Now let's think about a time when things did not get done, about a particular event in which you were not outstanding or a particular day when you did not feel extraordinary.

- *If no situation for yourself comes to mind, select another female president that you know or have heard of and think about how they were unsuccessful*
- *What were your strategies, feelings, beliefs, and actions that prevented you from being successful?*

Consider a time when you or another woman needed to make a tough decision and being successful meant drawing upon a set of behaviors or strategies.

- *What did they look like?*
- *How did they relate to making the decision?*

Think about a time when you needed to motivate employees and produce results.

- *Were there specific behaviors or strategies that you used? What did they look like?*

Consider another female president who has been successful over time.

- *What did this person do that is worth noting? Think of specific factors that may have lead to her success.*

Consider another female president who has not been successful over time.

- *What did this person do that is worth noting? Think of specific factors that may have lead to her being unsuccessful.*

Please take a moment to review all of your recollections up to this point.

- *Recall what a successful female community college president has or might have told you about being successful or unsuccessful.*
- *What advice might you give to an aspiring female community college president about being successful or unsuccessful?*

Please allow these thoughts to remain in your consciousness and when you are ready, gently open your eyes.

Thank you.

Now, with all that you can remember and what you have noticed, please write down your thoughts on these cards.

Write one thought or experience per card. Feel free to record a word, a phrase, a sentence, or picture to capture that thought...and now,

Tell me about being successful and unsuccessful as a community college president.

Male Presidents: Focus Group Warm up Exercise

I would like for you to think for a few moments about being successful – about accomplishing and achieving results in your job.

You have known about individuals who are successful in their jobs or in leadership positions. Perhaps at times you have experienced this yourself.

You have seen and met successful people. You have seen and met successful community college presidents. You might know what it feels like to know that you are or have been successful in your position.

Now, let's think for a few moments about being unsuccessful – about failing or not accomplishing results in your job.

You have known about individuals who have been unsuccessful in their jobs or in leadership positions. Perhaps at times you have experienced this yourself.

You have seen and met unsuccessful people. You may have seen and met unsuccessful community college presidents. You might know what it feels like to know that you are or have been unsuccessful in your position.

In a few minutes, I am going to ask you to tell me what you have noticed about how you or other male presidents have been successful.

Male Presidents: Guided Imagery

So let's begin.

Please become as comfortable as you can. Try to relax your mind and put away all thoughts from your busy day. Focus only on this topic. Please close your eyes to increase your state of relaxation and allow yourself to freely notice what you know about how you or other community college presidents are successful in their positions.

You may have seen that some men are more capable at leading a community college, they are able to get things done, to motivate individuals, to champion change, or to handle conflicts.

- *Think about a time when you have been successful at leading your institution. Think about a particular event in which you were outstanding or a particular day when you felt extraordinary.*
- *If no situation for yourself comes to mind, select another male president that you know or have heard of and think about how they were successful*

- *What were your strategies, feelings, beliefs, and actions that you took to be successful?*

Now let's think about a time when things did not get done, about a particular event in which you were not outstanding or a particular day when you did not feel extraordinary.

- *If no situation for yourself comes to mind, select another male president that you know or have heard of and think about how they were unsuccessful*
- *What were your strategies, feelings, beliefs, and actions that prevented you from being successful?*

Consider a time when you or another man needed to make a tough decision and being successful meant drawing upon a set of behaviors or strategies.

- *What did they look like?*
- *How did they relate to making the decision?*

Think about a time when you needed to motivate employees and produce results.

- *Were there specific behaviors or strategies that you used? What did they look like?*

Consider another male president who has been successful over time.

- *What did this person do that is worth noting? Think of specific factors that may have lead to his success.*

Consider another male president who has not been successful over time.

- *What did this person do that is worth noting? Think of specific factors that may have lead to him being unsuccessful.*

Please take a moment to review all of your recollections up to this point.

- *Recall what a successful male community college president has or might have told you about being successful or unsuccessful.*

- *What advice might you give to an aspiring male community college president about being successful or unsuccessful?*

Please allow these thoughts to remain in your consciousness and when you are ready, gently open your eyes.

Thank you.

Now, with all that you can remember and what you have noticed, please write down your thoughts on these cards.

Write one thought or experience per card. Feel free to record a word, a phrase, a sentence, or picture to capture that thought...and now,

Tell me about being successful and unsuccessful as a community college president.

APPENDIX B

IRB # 2003-09-0146

Informed Consent to Participate in Research

The University of Texas at Austin

You are being asked to participate in a research study. This form provides you with information about the study. The Principal Investigator (the person in charge of this research) or her representative will also describe this study to you and answer all of your questions. Please read the information below and ask questions about anything you don't understand before deciding whether or not to take part. Your participation is entirely voluntary and you can refuse to participate without penalty or loss of benefits to which you are otherwise entitled.

Title of Research Study: *Men and Women in community college Leadership: A Qualitative Study.*

Principle Investigator and Telephone Number: Kori A. Gregg, 316-204-5987

Funding Source: None

What is the purpose of the study: The purpose of this study is three-fold: (1) to investigate how current community college presidents perceive success and what factors they attribute that success to, (2) to investigate what factors community college presidents perceive as counterproductive to success, and (3) to determine if there are differences in these perceptions by gender.

What will be done if you take part in this research study: You may be asked to participate in focus groups and/or individual interviews. A guided imagery will be used in the focus groups to determine your perceptions of factors that lead to, or are counterproductive to, success in the community college presidency. When participating in individual interviews, you will be asked to provide answers to open-ended questions concerning factors determined in focus group sessions.

What are the possible discomforts and risks: The risk to you as a participant in this study is minimal. There may be risks that are unknown at this time. If you wish to discuss the information above or any other risks you may experience, you may ask questions now or call the Principal Investigator listed on the front page of this form.

What are the possible benefits to you or to others: Benefits to participants and others may include acquired knowledge of factors that lead to successful community college leadership.

If you choose to take part in this study, will it cost you anything: No

Will you receive compensation for your participation in this study: No

What if you are injured because of the study: No treatment will be provided for research related injury and no payment can be provided in the event of a medical problem.

If you do not want to take part in this study, what other options are available to you: Participation in this study is entirely voluntary. You are free to refuse to be in the study, and your refusal will not influence current or future relationships with The University of Texas at Austin.

How can you withdraw from this research study: If you wish to stop your participation in this research study for any reason, you should contact: Kori Gregg at 316-204-5987. You are free to withdraw your consent and stop participation in this research study at any time without penalty of loss of benefits for which you may be entitled. Throughout the study, the researchers will notify you of new information that may become available and that might affect your decision to remain in the study.

In addition, if you have questions about your rights as a research participant, please contact Clarke A. Burnham, Ph.D., Chair, The University of Texas at Austin Institutional Review Board for the Protection of Human Subjects, 512-232-4383.

How will your privacy and the confidentiality of your research records be protected: Authorized persons from The University of Texas at Austin and the Institutional Review Board have the legal right to review your research records and will protect the confidentiality of those records to the extent permitted by law. If the research project is sponsored then the sponsors also have the right to review your research records. Otherwise, your research records will not be released without your consent unless required by law or a court order.

If the results of this research are published or presented at scientific meetings, your identity will not be disclosed. Be aware that (a) the focus groups and interviews will be audio taped; (b) the cassettes will be coded so that no personally identifying information is visible on them; (c) they will be kept in a secure place; (d) they will be heard only for research purposes by the investigator and her associates; and (e) they will be retained until the Principal Investigator has completed work with the data, at which time they will be destroyed.

Will the researcher benefit from your participation in this study beyond publishing or presenting results: No

Signatures:

As a representative of this study, I have explained the purpose, the procedures, the benefits, and the risks that are involved in this research study:

Signature and printed name of person obtaining consent	Date
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You have been informed about this study's purpose, procedures, possible benefits and risks, and you have received a copy of the Form. You have been given the opportunity to ask questions before you sign, and you have been told that you can ask other questions at any time. You voluntarily agree to participate in this study. By signing this form, you are not waiving any of your legal rights.

Printed Name of Subject	Date
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Signature of Subject	Date
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Signature of Principal Investigator	Date
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Vita

Kori Ann Gregg was born December 14, 1958 in Wichita Kansas to Richard L. and Helen G. Gregg. Kori graduated from Heights High School in Wichita where she was also an accomplished athlete. Kori has excelled in numerous sports throughout her lifetime including a career on the tennis circuit as well as earning the Bronze medal at the World Intercollegiate Racquetball Championships in 1986. Kori's academic career began at Wichita State University where she was recruited on scholarship and played number one singles on the university tennis team and earned a Bachelor of Business Administration with an emphasis in Accounting. She eventually returned to Wichita State University to earn a Masters in Professional Accountancy and an additional Bachelor of Arts in Psychology. Staying true to her quest for knowledge she has also done graduate work in Anthropology and Psychology.

Her resume includes work as an Accountant in Certified Public Accounting firms as well as executive positions in industry including the position of Senior Vice-president of a service and manufacturing industrial firm. While working as an accountant, Kori returned to her love of academia as an adjunct instructor for Butler community college in El Dorado, Kansas teaching Accounting, Business Administration, and Economics. It was here that her passion for the mission of the community college was ignited and her career path took on a new direction. Seeking and obtaining a full-time teaching position at the college, Kori quickly moved into departmental leadership. After three years her desire to develop her skills and abilities for a career in community colleges led Kori to

enroll in the Community College Leadership Program at the University of Texas at Austin to pursue her dream of becoming a college president. She is currently the Special Assistant to the Vice-president of Learning and Academic Affairs at the community college of Denver and continues to teach accounting online for Butler community college.

Kori is a member of Psi Chi International Honor Society in Psychology, Beta Alpha Psi Honor Society in Accounting, Lambda Alpha International Honor Society in Anthropology, and Kappa Delta Pi International Honor Society in Education. Kori is also a published author and frequent speaker on topics ranging from excellence in teaching to career and personal achievement. She has been inducted into Who's Who Among Students in American Universities and Colleges as well as numerous inductions into Who's Who Among Teachers. Kori continues to remain active in athletics and has run numerous marathons. She is also a high altitude mountain climber and has scaled peaks on four continents and is currently pursuing the "Seven Summits", the highest peak on every continent. In addition, she is also a private pilot and enjoys spending time with her three dogs Rudy, Miah, and Gabby.

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This dissertation was typed by the author